

Educational Supplement

FRIDAY FEBRUARY 1 1985 NUMBER 3679

FIRST PUBLISHED 1910 PRICE 55p

A fraction vulgar, Dr Scruton

I read with some surprise in this column last week that Dr Roger Scruton, at a conference on educational standards, chose to categorize me as a "vulgar". I really don't know whether to take it as a compliment or not. My *Shorter Oxford English Dictionary* tells me that, as a noun, it means a "well-to-do or rich person with vulgar manners".

If that is what it means, it seems to describe exactly the behaviour of Dr Scruton at a recent UNESCO meeting in which we were both involved when, in the presence of some of our most distinguished scientists, he talked a lot of nonsense and left early. Perhaps we are both vulgar and it takes one to recognize one.

To Dr Scruton, it seems a vulgarian is someone who lacks respect for Baroness Cox and North London Polytechnic physics lecturer, Dr John Marks. It's an unusual definition of the word, on which I shall refrain from commenting, if only because I worry less these days about the old regime and far more about the younger generation of Black Paper authoresses.

I always knew Bel Mooney as a nice, reliable soft 1960s liberal like myself. But there she was in *The Observer* last week, tearing a strip off Giles Radice's plan, unveiled at the same conference on standards, for "an imaginative homework policy". So far from welcoming the idea, Bel was rubbishising "imagination" (except for high-flyers) praising direct grant schools, and generally blaming the Labour Party for all the ills of the educational system.

Perhaps the U-turn has taken place towards Bel's family is maturing to towards that sensitive age of 11. But whatever the reason for her loss of faith, I have made a new year resolution to ignore my adversaries for a season and strengthen the faith of my friends.

So if I bump into Dr Marks at North London Polytechnic, I shall be the soul of politeness. I am currently helping the new director of that strife-torn establishment, Dr John Belsion, in his efforts to restore order. He is in the somewhat embarrassing position of having praise heaped on him in equal measure by *City Limits* from the Left and the *Daily Mail* from the Right. He might even just succeed in achieving the impossible and saving the institution from closure.

The advocates of closing North London Polytechnic (the *Mail* cited Baroness Cox as one of them) have always seen themselves as latter-day crusaders - protecting unsuspecting and innocent students against the cancer of left-wing sociology.

But few have understood what would happen if it did close. The poly's Holloway site is closely surrounded by the various campuses of that very much more radical-chic institution, the Islington Sixth-Form Centre (prop. Ms Margaret Maden). Among a stream of distinguished visiting lecturers this term are Sir Keith Joseph and Mrs Francis Morrell. It is well-known that ILEA has plans to expand the centre into inner London's first genuine comprehensive community college.

The polytechnic site would do very nicely for the purpose, and student unrest would be shifted out of the 18-year-old frying pan, into the 16-year-old fire. Just one more reason for everyone rallying round Dr Belsion and helping him cool things down.



Bel Mooney... 60s liberal!

Small charges

To a Croydon infant school to deliver my grandson through the snow into the safe haven of his classroom. I had forgotten the time-consuming hassle of taking off the snow suit; put on the black lace-ups; tie them with double knots; hang everything up; put the gloves in the snow-suit pocket; put the lunch box on the shelf just above the peg; and convey him to his classroom.

From school gate to school gate, when I had finally fought through the scrum of other gallant adults engaged

in the same process, it took a full 15 minutes; and, as every infant teacher will know, I got no thanks. Plenty of happy, chatty conversation from him while the undressing and re-dressing was going on; but the moment he crossed the magic threshold of his classroom, unlike Eurycle, there was not one backward look, no thank-you, no *au revoir*.

At that instant he had accepted his teacher, Miss Smith (I've saved her blushes and her real name) in *loco parentis* for the next six hours as his vicarious mother, father and maid of all work. It is a humbling reminder of the infant teacher's role - even for a vulgarian grandfather like myself.



Rural rides

Promotion within the Metropolitan Police has always been seen by canny policemen as a springboard for promotion to chief constable in some rural squirearchy. The same phenomenon now seems detectable in ILEA.

Philip Hunter, William Stubbs No 2 and hitherto in charge of further and higher education in the capital, has now opted to leave the metropolitan hubbub for quietude as chief education officer in Staffordshire, one of the most peaceful oases on the local authority landscape. Staffordshire's moderate stance in all things has been maintained for as long as anyone can

remember by Mr Robert Cant, the chairman of its education committee. He also spent 17 years as one of Stoke on Trent's MPs, but I encountered him only rarely in the House of Commons; the parliamentary chore always took second place to his first love - the wise administration of Staffordshire education. The Government need have no fears of any revolt from the new Cant/Hunter axis.

Meanwhile, does ILEA bother to replace Mr Hunter? There are strong rumours that the chairman of the Fabian Society, Professor Tessa Blackstone, and currently in charge of ILEA resources, will have further and higher education added to her brief. Mrs Morrell and her colleagues should

think about this reorganization carefully, if only because of its impact on the institutional arrangements for ILEA 16 to 19s.

Responsibility is fudged at the moment between David Mallen in charge of school arrangements between 16 and 19, and Mr Hunter in charge of further education. The DfES has turned down ILEA's most recent application for a new 16-19 building, Roman Catholic sixth-form college, Clapham.

Whatever the final decision, I hope they usefully management responsibility for all tertiary education. On fused management will make the task of finding a sensible tertiary solution in London quite impossible.

Two of a kind

To a Freedom of Information Conference at the Institute of Contemporary Arts in the Mall where I sit next to my favourite former civil servant - Sarah Tisdall of St Dunstan's, Abbey Girls' School, Plymouth, and Holloway (the jail, not the college). I am there to enter into a medieval dispute with Enoch Powell and others about secrecy in modern society.

I find myself in embarrassing agreement with much of his thesis - that it is up to Parliament to exert its ancient privileges, if Government is to be opened up to public gaze; Jonathan Aitken, MP, even accuses us of inventing a Price/Powell axis. I manage to



Jonathan Aitken wriggle out of that one - Powell sees the parliamentary process in the Commons as the "be all and end all" of our constitution. I want the ordinary citizen to have some access to what's really

going on, now nuclear war is on the agenda.

Indeed I find far more common ground with Enoch over his views on education - as reproduced in *The Times* a fortnight ago. His thesis that education needs no economic justification seemed to me to be pure Richard Hoggart and Raymond Williams *Left Review* material. Why he was talking so much sense? Is he because some sort of mirror-image of Margaret Thatcher and going socialist in old age? I'm sure I don't know - politics taught me that you cotton on to allies wherever you can find them. It's time for Enoch to belt up on pace and "come out" as an educationist.

Christopher Price

NUT urges industrial action over pay deadlock

by Richard Garner and David Lister

The National Union of Teachers is calling on all its members to take industrial action in support of their pay claim from next Wednesday over the employers' offer of a 4 per cent pay rise or arbitration - action that is likely to result in a loss of pay for thousands of teachers.

A majority of local authorities have drafted a letter to go out to teachers warning them that pay will be deducted if they take action deemed to be a breach of contract.

As disclosed in *The TES* last week, I.E.A.s are now adopting a more hawkish attitude over this. And a circular sent to them from the Council of Local Education Authorities advises them that refusal to cover for absent colleagues and non-attendance at staff meetings and parents' evenings are breaches of contract.

The NUT's decision, announced yesterday, to take industrial action in advance of the meeting of the Burnham Committee, already planned, has isolated the union. No other teachers' association is prepared to support it in taking action at this stage.

Monday's meeting of Burnham (full report, page 56) was particularly significant in that the independent chairman of the committee, Sir John Worrie, expressed clearly his frustration about negotiations on pay and conditions of service for teachers being carried out in separate forums. He said he was baffled by this and felt the public would be confused.

The employers have seized on this and their secretary, LACSAB, immediately sent a circular to all local

authorities recording the chairman's words. The employers clearly hope this will give added impetus for legislation to allow pay and conditions to be discussed together.

If the NUT goes ahead with its decision to take industrial action by boycotting out-of-hours activities and refusing to cover for absent colleagues, employers' leaders will be watching closely to see how many I.E.A.s do dock pay in line with the new CLEA advice.

Labour-controlled Doncaster has already this week decided to stop money from the pay of teachers who have refused to cover for absent colleagues since last autumn. The Doncaster education chairman, Mr Pat Mullany, ironically an NUT member in a neighbouring authority, said he was following CLEA advice.

Trafford council, which docked pay from all teachers who refused to cover for absent colleagues last year and faced a strike because of it, this week decided instead to take off a token 1p.

The NUT deputy general secretary, Mr Doug McAvoy, said this week that if employers followed the CLEA advice it would lead to an escalation of action and more disruption to children's education. He said there was no reference to staff and parents' meetings being a contractual obligation "in any contract in existence".

Both headteacher unions, however, applauded CLEA's stance. Mr Peter Snape, secretary of the Secondary Heads Association, said heads had previously been placed in an impossible position in industrial disputes.

Winning smiles

A teacher's smile can influence how pupils behave, according to an in-service training booklet compiled for a learning difficulties project at Kingston Polytechnic.

A "fixed smile, showing upper teeth, head down, eyes looking up" reveals submission and anxiety, it warns. It classifies immediately recognize these signs of fear and give the teacher more trouble.

Better is a "meeting of friends" smile coupled with a quick lift and drop of the eyebrows. This says pupils to the fact that a teacher likes them and makes them feel significant, the booklet says.



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economics textbooks

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PEOPLE

Mr Philip Oakley is to take over in August as general secretary of the Universities Central Council on Admissions, in succession to Mr Ronald Kay, who is retiring. Mr Oakley has been the UCCA's finance officer and company secretary since 1983.

Mr Robert Blackmore is to be secretary of the European Secretariat for the National Centres for European Education and the UK Centre for European Education.

Mr Andrew Chinnick, chief executive of Community Industry, to be chief executive of the Youth Hostels Association, a new appointment.

Lady Warnock and Lord Young of Dartington to be members of the board of New Society.

Mrs Pauline Bleasdale to be research fellow in Language Development and Computers in Primary Education at the Centre for the Teaching of Reading, School of Education, University of Reading.

CONFERENCES

February 6
British Association for Community and Individual Education conference on the Certificate of Vocational Education at Cornsought Hall, 11 Tavistock Square, London WC1.

February 7
"Information Technology in Education" - a conference for head teachers and other senior educationists at the Boots Co. Nottingham, organized by the East

Midlands Region of the Microelectronics Education Programme. Speakers include Michael Harrison, Ann Irving, and Sir Norman Lindop. Fee £23. Details from Mrs Jenny Ford, MEP Regional Centre, Towers Library, University of Technology, Loughborough, Leicestershire LE11 3TU.

March 2
National Association of Language in Education Centres conference on "Language, Thinking and the Microcomputer" at North Cheshire College, Warrington. Details from: Lyn Overall, Hon. Secretary, Language Development Centre, 37 Clerkhouse Road, Sheffield S10 2LD.

March 9
Right to Comprehensive Education (RICE) conference at the Architectural Association, 36 Bedford Square, London WC1. Speakers include Brian Arthur, Vic Kelly, Michael Armstrong, and Derek Rushworth. Details from: Charlotte Gibbons, 4 Hammermill Terrace, London W6.

March 12-14
Boarding Schools Association annual conference at Chine Hotel, Bournemouth. The chairman will be Miss Joan Sadler, principal, Marlborough School, Marlborough, Wiltshire. Details from: Independent Schools Information Service, 16 Buckingham Gate, London SE1E 6AG.

COMPETITIONS

Commonwealth, Common Health
A competition organized jointly by the UK Committee for UNICEF and the Commonwealth to encourage young people to understand their own health needs and those of their counterparts in developing countries. For registration forms write to Commonwealth, Common

Health, UK Committee for UNICEF, 55 Lincoln's Inn Fields, London WC2A 3NB. Closing date, June 28.

Young Engineer for Britain 1985
Open to 12 to 19-year-olds attending a school, college, university, polytechnic, or in industry. Projects may be entered either by individuals or a team, on any branch of engineering, and there are cash prizes and study visits in the UK and overseas to be won. Details and entry forms from: Miss Janette Parsons, Centres for Engineering Council, Centres House, Marlborough Street, London WC2R 3ER. Closing date, March 31.

MSAC
The Microbiology in Schools Advisory Committee has launched a competition for individual pupils or class groups to design a poster on the theme of "Microbes Working for Us". It aims to encourage pupils' understanding of the growing importance of micro-organisms in modern society. Entries should be sent to: Dr D. Hardman, Biological Laboratory, University of Kent, Canterbury, Kent CT2 7NJ. Closing date is July 31, and there will be cash prizes of £30, £20 and £10.

INFORMATION

TV Research
BBC-TV is preparing a documentary series, *After the War was Over*, about life in Britain between 1945 and 61 and would welcome memories from people working in education at the time. It is particularly interested in changes in schools after the 1944 Education Act. The Emergency Training Scheme's recollections on the "triplicate" system and the feelings of those in public schools. Please write to Sandra Jones, *After the War was Over*, BBC-TV.

Kensington House, Richmond Way, London W14.

GRIDS
The GRIDS project team would like to contact schools using the published GRIDS material independently of an I.E.A. initiative. The project has been developing a "process" rather than a "checklist" approach to school self-review. If you are in a school using either the primary or secondary handbook without outside help, please contact the GRIDS project to discuss how successfully the handbooks provide the necessary guidance. Phase two of the GRIDS project is based at the School Curriculum Development Committee, Newcombe House, 45 Notting Hill Gate, London W11 3JP.

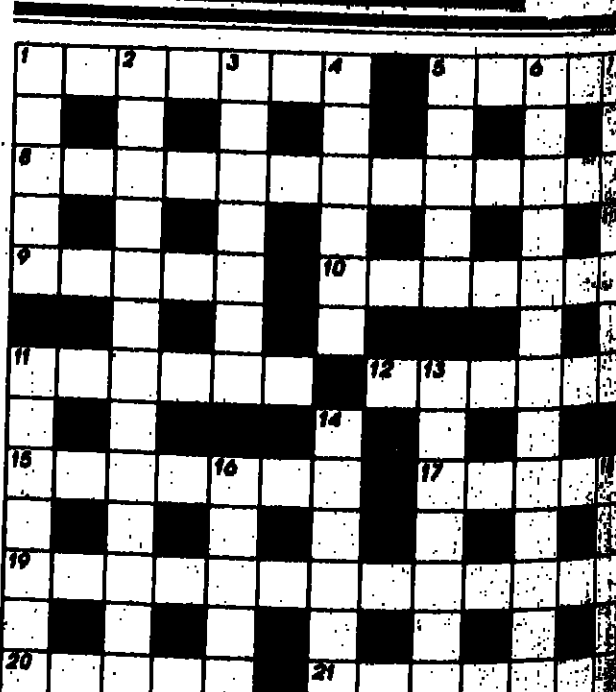
PUBLICATIONS

Residential Short Courses
Summer 1985, a booklet published by the National Institute of Adult Continuing Education listing hundreds of weekend courses, study tours, abroad, summer schools and family activities in date order with prices, a subject index and details of venues. It costs 50p including postage and is available from NIACE, 19b De Montfort Street, Leicester LE1 7GE.

Getting into Colleges and Institutes of Higher Education offers advice to help A-level pupils with applications to colleges. It is published by Careers Consultants Ltd, 12-14 Hill Rise, Richmond, Surrey TW9 0 6UA, and costs £2.25 plus 50p postage.

"The Message of the Games" - the Royal Institution Christmas Lectures by Dr Walter Bodmer, FRS, are available on video cassette from Guild Learning Guild, Leamington, CV32 9PZ.

No 187 CROSSWORD by Ruth



- Across**
- 1 Act for each class (7)
 - 2 Going with some hesitation to tender (3)
 - 3 Tim can't go on, he is out having failed (4, 2, 7)
 - 4 On a pier or in a pier, maybe, such events can't be covered (4-3)
 - 5 Produced returned bill and sued maker (6)
 - 6 Officials we'd be lost without (6)
 - 7 Churchmen about to put plate out (7)
 - 8 It sounds like the height of resentment (5)
 - 9 Paint or paper 1 ordered is not suitable (13)
 - 10 Points to the girl to follow (5)
 - 11 Comes back, locked in reverse (7)
- Down**
- 1 Steps - quiet ones (5)
 - 2 Letters used to count in the past (5, 8)
 - 3 To argue in such a way is a scandal (7)
 - 4 He advises the hands to get a rise (6)
 - 5 Extravagant when out and about (5)
 - 6 Straightforward description of an old-fashioned blonde (4, 3, 6)
 - 7 Looks at without expression (10)
 - 8 Depressed (10)
 - 9 Upset (10)
 - 10 They don't like to be left out (10)
 - 11 Not the first time (10)
 - 12 Fruit offered to guests (5)
 - 13 Unfamiliar (10)
 - 14 Required (10)
 - 15 Believed to be (10)

Time is running out

The next two weeks will see whether the teachers and their employers can find a way out of the impasse which has faced them ever since the National Union of Teachers decided to abort the structure negotiations. The prospects do not look at all good, but although the NUT has decided to start on the first stage of industrial action, the break-down is not yet complete and there is, at least, a short breathing space in which all parties to the discussion can take stock, and try to come up with some alternative to deadlock.

The thaw in relations between Sir Keith Joseph and the NUT, which led to euphoric statements from the union and polite denials from Elizabeth House, seems to have done more to confuse the picture than to clarify it. Thawing too often brings floods and mud: the present situation is nothing if not muddy, with the teachers misguidedly launching themselves into sanctions without being quite sure how much support such action will elicit, and the employers at a loss to know how to negotiate a deal in Burnham when everybody knows the main ingredients for any negotiations are excluded from the discussion by the dominant group on the teachers' side. As if this were not enough, there is in the background (and often in the foreground) the looming figure of the Secretary of State, whose every intervention seems brilliantly miscalculated to make things more difficult, and who has to keep one eye all the time on his own Cabinet colleagues whose reluctant support will be needed if anything but a routine, inflation-based percentage settlement is to be envisaged.

By offering the teachers 4 per cent - 1 per cent more than the cash limit, but less than has been

offered to the local authority manual workers - with the alternative of arbitration, the employers have, in effect, put forward an interim deal: so much down, with anything more dependent upon a settlement of other outstanding issues, notably teacher assessment and a new contract. The NUT have shown no sign of readiness to reopen negotiations with the employers on such a package, but the more clearly Fred Jarvis spells out his position the less plausible it begins to look.

Set out baldly, it appears to be a restatement of the NUT's objection to the discussion of conditions of service in the Burnham Committee which, under the Remuneration of Teachers Act of 1965 is confined to matters of pay. Mr Jarvis thinks that there should be three simultaneous sets of discussions: on assessment, in talks following from the NUT's meeting with Sir Keith which initiated that "thaw"; on the teachers' contract, in the CLEA/schools/teachers committee which exists to consider conditions of service; and on new pay scales in Burnham. Unfortunately nobody except the NUT believes this makes any sense.

At the very best, it is a recipe for an indefinite extension of the talking time needed to reach the point where real negotiation could begin. Apart from the ludicrous process of the same people, flitting from meeting to meeting, swapping hats and exchanging titles, there is the elementary fact that the end result has got to be a package which covers all these areas of negotiation, and that trade-offs in all these areas are likely to be necessary to achieve such a package.

Over the next 10 days the teachers' leaders will

have to decide whether to continue on their present course and step up the action they have now begun to take, or to draw back and look for other strategies. The employers, too, will be trying to gauge the temper in the staffroom and decide upon their own response to renewed trouble. Last year, the teachers were campaigning on a narrow issue: they had been offered an unreasonably low percentage rise and refused arbitration. They broke up the local authorities' position by persuading one l.e.a. after another to come out in favour of arbitration. The split between a Conservative Association of County Councils and a Labour Association of Metropolitan Authorities widened, and in the end the employers' caved in and accepted arbitration. The result disappointed the greatly inflated hopes on which the teachers' campaign had fed, and the employers "won" the fight which they had appeared to lose, when the arbitrators awarded the teachers a modest 5.1 per cent.

This time, if the teachers decide on a fight, it may be very different. The authorities have already offered arbitration (and if it goes to arbitration, they may yet include their structure proposals for the consideration of the arbitrators) and there is no comparable split between the ACC and the AMA. The teachers have been offered a way out which would bring them more money. If they decide instead to go for direct action, the odds look heavily stacked against them. Of course, the l.e.a.s find it incredibly difficult to march in step, but this time, it could be that their room for manoeuvre is extremely limited, even if they wished to get the teachers off a hook of their own devising.

COMMENT

Oxford's revenge

When Oxford gives an honorary degree to an Oxford-educated Prime Minister, it is a trivial demonstration of its long-standing and not un-self-regarding Establishment ties. When Oxford votes down a proposal to give such a degree to Mrs Thatcher by a massive 738 to 319, it ceases to be a triviality and becomes a phenomenon of wider interest.

What went wrong? Was it because the Prime Minister is a woman? Was it because her Government has imposed cuts on the universities? Was it the scientists' revenge against science cuts? Was it, as some have suggested, a gesture of support for education elsewhere? Whatever else it was, it was an occasion which aroused a powerful and disparate response from a largely conservative and apolitical audience: it was not, as one Oxford head of house tried to convince himself, an ideological, left-wing conspiracy.

Although the opposition to Mrs Thatcher stretched far beyond the limits of any single political affiliation, Tuesday's events do, however, mark an unwelcome politicization of what had hitherto been a formal, honorific affair. But those who came out against Mrs Thatcher say that it is she who has sharpened the political divide by her own brand of conviction politics. Mrs Thatcher gives the impression that those who are not for her are against her ("Is he one of us?") and this exposes raw nerves in Oxford among those who quite seriously believe that their chances of attracting research money may come to be dependent on whether they are in favour with the Conservative ideologues.

In such circumstances it is possible to argue that the politicization has already taken place, and that what has happened in Oxford is only a reflection of events elsewhere. It is also clear that the Hebdomadal Council, the senior body which brings the honours

degree proposal to Congregation, had broken all precedent by waiting so long to do so. In the past, it has been done at the earliest opportunity. The five-year delay had, inevitably, made it more controversial and less an automatic recognition of high public office. If, as seems likely, the delay was caused by the Hebdomadal Council's own doubts, it is not clear why it was decided to come forward now and force the issue. Dame Rumour is quick to suggest that lines between Downing Street and All Souls have been particularly busy of late.

In the circumstances Oxford's vote did reflect a dislike of what the Government has done about higher education ("Oxford has got off relatively lightly, but how can we honour Mrs Thatcher after what she has done to Salford...?"), science and health. It was notable that scientists and doctors were to the fore. And, by all accounts, there was an unprecedented desire to demonstrate solidarity with other hard-pressed areas of education - even primary schools and urban comprehensives. While it would not do to take all this at its face value - after all it was academics who salvaged Salford by imposing their own order of priorities in the UGC in 1981 - it would be a mistake, too, to disregard the warning signs.

Above all, it was a vote against Mrs Thatcher's style. Mrs Thatcher, like Sir Keith Joseph, has deeply offended large sections of moderate opinion in the educational world: Tuesday's vote showed that this offence extends to Oxford. Some of the actions which incurred Oxford's wrath needed to be taken, but the arrogance of the way in which they have been carried out is a sure way to mobilize cross-party opposition. If this end result were to take Mrs Thatcher down a peg, few people in the education service would shed any tears.

Whether the best way to do this is by turning the question of a PM's honorary degree into a political popularity contest is another matter. In future it would be better to leave such honours unfettered by political considerations, and



Cost of keeping up

The House of Lords is much better on paper than on television. The clearest message of the report of its Select Committee on Science and Technology (page 8) on education and training for new technologies is that if the country is to compete industrially, the Government has to divert more money to education and training for scientific and technological enterprises.

It's true that even on paper their lordships ramble a bit, pack in too many recommendations for an effective report, and maintain a certain remoteness from problems on the ground.

It's not at all obvious that paying science and maths teachers a bit more - even if that were desirable - would deliver the goods; when the overall level of teachers' pay has slipped so badly compared with comparable professions.

When more and more teachers are supposed to be trained in three terms, just how do you fit in maths, science and an introduction to industry - as well as giving them some clues about how to start teaching?

That said, the main thrust of the Lords report is welcome - not least in that it puts a lot of the blame for the British failure to produce appropriately skilled people squarely on a Government that has held down education, training and research, and

some of the blame on industry for failing to do its own training.

Many of the specific recommendations are sensible (if rather familiar) - for example more grant funding for the Open University's new technology training packages; some kind of levy/remission system to force industry to take training seriously; later specialization at secondary level and a much more practical approach to science and technology in schools; an expansion of planned, and taught, postgraduate courses.

But in the end, as the new Policy Studies Institute report shows (page 12), Britain is not at all unusual in having an acute shortage of the skilled people required to make the most of new technologies. Where it is right out on a limb is the depth of its economic recession, and its Government's refusal to invest in the research development, education and training that everyone agrees is needed and that the private sector, stretched to the limit and starved of development finance, cannot possibly afford on a significant scale.

no comment

"Mrs Joan Mont, the county education committee chairman, said there was a programme to install indoor lavatories and it was now only a few schools which were without them. She added that diseases did not flourish in cold toilets. They were built for hardy and healthy people."

Second opinion Countdown 16-minus

With one important deadline unfilled, critical questions asked about the timetable set by the Department of Education for the GCSE. More important, perhaps, serious doubts are expressed about the good faith of the department. Does it want to implement the operation as originally planned? Or is it, in fact, in a state of confusion after the "accidental" approval of the single exam at 16-plus to examine what is happening.

National criteria for all the subjects, the core of the new scheme, were supposed to be published in January. Now it is hoped they will be ready in March, a three-month delay, at least in a very tight timetable. The delay could be crucial to the operation of the scheme. The publication of syllabuses. Such a date is essential for a 1988 examination to take place.

The main reason for the delay in time is taking to get agreement between the Joint Council (JC) CSE and GCE boards, the Schools Examinations Council (SEC) and Keith Joseph, the Secretary of Education. On numerous outstanding points of criteria. As it is, such agreement never been certain with a minister's temperament.

In particular a wide gap has opened over the criteria for home economics, very important school subject. Keith wants to create a new all-embracing subject covering the various elements of "household" "textiles". Everyone else knows this is a non-starter in the school examination purposes and is seriously disadvantageous to pupils. But there is no guarantee Sir Keith's reforming zeal will be dimmed by the compromises suggested. National criteria in home economics would be seriously flawed.

It is over the proposals for selection and merit certificates that a considerable interest in quarters not normally involved in political protests. While the June announcement of a new consultation on the former was no hint of the latter at all. Look at together, it seems that the minister while conceding the single exam is not only trying to bring back O-levels by the back door but adding a new selective element.

Both the distinction and merit certificate proposals violate Sir Keith's own principles of breadth and balance and could lead to a new imbalance of courses. And what, anyway, is the point, at 16-plus, of pointing a very small number of high attainers who are likely to be in case to move on to HE?

At the weekend, Mrs Shirley Williams, the SDP's president, said that while the cut might be acceptable if all YTS courses were of adequate quality, at present such action might be regarded as "a crude form of press-ganging".

The call by Mr Geoffrey Holland, director of the MSC, for a new deal for school leavers including two years of proper skills training, is prominently reported in the official Department of Employment Gazette published this week. The speech in which he put forward the plan to a recent CRAC conference is also reported at length in the current issue of the department's news-sheet, *Employment News*.

This treatment of Mr Holland's speech by the department's publications is reinforcing the belief in education and training circles that it heralds the announcement of a two-year training scheme by the Government.

Birmingham race probe

Birmingham Council is to set up an inquiry into allegations of racial discrimination in Youth Training Schemes in its further education colleges. It will also implement a 12-point equal opportunities programme.

The decision has prompted the Commission for Racial Equality to defer its proposal to carry out a formal investigation of the authority, which it threatened to do last autumn after receiving evidence of discrimination against black youngsters applying. The council will be asked to include recording the ethnic origin of trainees and to set up a system of monitoring and reporting on council officers.

GCSE syllabuses may have to be drastically revised after they are introduced in 1986, so that they fit in with the grade-related criteria for the 16-plus. The first syllabuses will be published in May 1986, as planned, but alterations will probably be needed after the grade-related criteria are finally published, according to Mr Colin Vickerman, the joint secretary of the Joint Council of GCE/CSE boards.

Originally, grade-related criteria for some subjects were supposed to be incorporated into the first 16-plus syllabuses. But the principal official for exams at the DES, Mr Nicholas Summers, admitted last week that the criteria were unlikely to be ready in time.

The GCE boards have been warning Sir Keith Joseph for some months that delays would be inevitable. Grade-

related criteria represent a revolution in examining, a switch from norm-referenced to criterion-referenced assessment which Sir Keith announced in his famous Sheffield speech.

They aim to spell out what pupils will need to know, understand and be able to do in order to achieve a particular grade in a subject. Instead of measuring candidates against their peer group, they will try to record individual levels of achievement.

"None of us has any doubts of the difficulty of introducing such a radically new and complex concept into public exams," Mr Vickerman told *The TES*.

He said pilot schemes would be necessary to try out the grade-related criteria and make sure that they accurately reflected pupils' ability. This could postpone their introduction still further.

But the exam boards welcomed the delay because they did not want to have to make last-minute alterations to syllabuses in 1986, Mr Vickerman added. Many teachers have been concerned that the exam boards would simply tack the grade-related criteria on to the new exam without incorporating them properly; this now looks less likely.

One reason for the hold-up is contention over how to devise a final grade for each subject. All the subjects must be divided into "domains", or specific areas of skills, each of which will receive a grade. The separate marks must then be amalgamated into the grade which appears on the certificate.

The 10 grade-related criteria working parties have to decide how each "domain" should be weighted. Mr Peter Dines, deputy chief executive of the Secondary Examinations

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Warning over GCSE syllabuses

by Susannah Kirkman

GCSE syllabuses may have to be drastically revised after they are introduced in 1986, so that they fit in with the grade-related criteria for the 16-plus. The first syllabuses will be published in May 1986, as planned, but alterations will probably be needed after the grade-related criteria are finally published, according to Mr Colin Vickerman, the joint secretary of the Joint Council of GCE/CSE boards.

Originally, grade-related criteria for some subjects were supposed to be incorporated into the first 16-plus syllabuses. But the principal official for exams at the DES, Mr Nicholas Summers, admitted last week that the criteria were unlikely to be ready in time.

The GCE boards have been warning Sir Keith Joseph for some months that delays would be inevitable. Grade-

related criteria represent a revolution in examining, a switch from norm-referenced to criterion-referenced assessment which Sir Keith announced in his famous Sheffield speech.

They aim to spell out what pupils will need to know, understand and be able to do in order to achieve a particular grade in a subject. Instead of measuring candidates against their peer group, they will try to record individual levels of achievement.

"None of us has any doubts of the difficulty of introducing such a radically new and complex concept into public exams," Mr Vickerman told *The TES*.

He said pilot schemes would be necessary to try out the grade-related criteria and make sure that they accurately reflected pupils' ability. This could postpone their introduction still further.

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CEO case may be first of many

by Adriana Caudrey

The case of Mr James Palling, the Newham chief education officer whose resignation is being called for, may be the first in a succession of similar episodes.

An unprecedented degree of political and professional pressure is making the job of senior education officers increasingly stressful, according to Mr Michael Clarke, director of the Local Government Training Board.

He described Mr Palling's "problems" as a classic example of what officers up and down the country were experiencing.

Mr Palling, aged 45, has been asked by Labour-controlled Newham Borough Council to step down. Mr Palling has made it clear through a spokesman that he has no intention of doing so.

Mr Clarke said that while problems among education chiefs had seldom reached that intensity, they tended to be similar.

"I now rarely meet a group of chief officers, education officers included, who are not concerned about the increasing pressures on them," he said.

He emphasized that political clashes were only part of the picture. Education officers were also frequently being pressured to react swiftly to a changing economic and social climate.

"Many senior officers were brought up in the service in a climate of growth, and were taught to manage growth. Now

they are having to manage a declining service," he said.

He said there were enormous pressures on officers to get value for money, whether from the Audit Commission, or merely in the "rhetoric of debate". Education officers faced additional strains because of falling pupil numbers.

The Local Government Training Board is increasingly concerned itself with the problems suffered by senior town hall staff. Following a series of seminars last year, it has produced a booklet which examines the pressures, including political clashes, upon them.

It wrong again. That is when leaders of the 16 Labour rate-capped councils are to meet the Environment Secretary as a body.

Mr Jenkin said he had increased the figure because of "further information provided by the authority on the state of its financial reserves".

Mr Morris, however, complained that he still had not revealed the calculations which produced the figure. The authority claims that Mr Jenkin originally over-estimated its reserves by £44m. Together with the £27m difference between the authority's proposed budget of £957m and the Government's figure of £930m, that produced the ILEA's estimate of £101m.

The ILEA is one of four authorities which had their rate limitation order laid this week: earlier than the 14 other rate-capped councils because they are "upper tier" authorities which precede on others. If and when the orders are approved by Parliament, probably on February 15, any rate demand which exceeds the figure laid down will be illegal.

Mr Patrick Jenkin, the Environment Secretary, this week softened the financial blow to the rate-capped Inner London Education Authority. He laid a Parliamentary order, allowing it to make a rate demand for next year 3p in the pound higher than he had originally proposed - equivalent to extra income of £33m.

But Mrs Frances Morrell, leader of the Labour-controlled authority, said Mr Jenkin had simply reduced the cuts the authority must make in 1985-86 from £101m to £66m.

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More strikes

An escalation of industrial action is likely in Scotland, where teachers are already striking over their campaign for an independent pay review. The three unions, the Educational Institute of Scotland, the Scottish Secondary Teachers' Association and the NAS/UTWT, are seeking an agreement on joint action over the marking of examinations.

The move means that any Government hopes that Mr George Younger, the Scottish Secretary, had headed off further confrontation with an offer to reconsider his spending priorities in return for an agreed package on pay and conditions of service, have been dashed. Further strikes are also planned.

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Stringent HE policy is reaffirmed

Now that the Commons Select Committee has turned its attention to the under-fives again, Labour's no 2 education spokesman, Andrew Bennett MP (right), offers evidence to support his argument for an integrated service for children and parents

Partnership and choice

For just over a year now, since my appointment as Labour's junior spokesman on education, I've been looking at what's happening in this country for the under-fives - and even harder, trying to sort out what ought to be happening.

The Labour Party is committed to offering nursery education to all three and four-year-olds whose parents wish it. The advantages of nursery education for pupils, parents and the community at large are well documented, the problems arise over what sort of nursery education we want. The following quotes picked up around the country illustrate the problem.

A primary school head said of her nursery class: "I've changed things a lot since I took over. The mothers used to have to wait at the gate in all weathers, now I let them into the entrance hall... they help put the children's coats and shoes on. But I don't let them any further."

Contrast that with the head of a community school: "Two afternoons we have a mother and baby club, two mornings a week we have a session for two and three-year-olds (the parents can stop if they want) and at three all the children can go into the nursery. In the nursery class they can come either full-time or part-time, and usually we have about four or five mums helping out."

"I must say we notice the difference between those children who have been in our nursery class and those who move into the catchment area and start school for the first time at four and a half or five."

And then there are those who have:

'I have to do something to keep the numbers up...'

considerations other than the educational interests of the under-fives in mind. An infant school head: "I have to take them as soon as I can after they are four, otherwise they go to the nursery class at X school. Then of course, they stop on into the infant class there."

"Here, at the age of four, they start in one of two reception classes, each with just one infant-trained teacher; there are about 25 children in each class. Yes, I know the pupil/teacher ratio in nurseries is much better at about 1 to 10, but I just tell the parents that it's better to start proper school as soon as you can. Well, I have to do something to keep the numbers up, otherwise they would close us down."

The effects of differing attitudes to nursery education are well illustrated by this mother I spoke to: "When I lived the other side of town with my



husband and he used to knock us about, I used to take the children to a family centre. It was great, we used to play with the children, listen to stories, help cook the lunches - sometimes you weren't sure who were staff and who were visitors. And when my eldest was nearly five they started to teach him to read - I think I learnt more helping him than I did at school.

"Since I got rid of my husband and moved up here, all that's changed unfortunately. The eldest is at school and they are quite nice there, they let you in at Christmas and when there's anything special, one-but-the-nursery just don't want to know you. So, some days, apart from a couple of words with someone at the shops, and a laugh at the gates when you pick the children up, I don't speak to anyone but the kids."

And then there's the problem of not integrating education with day-care facilities: "Schools, I am sick of them - that toffee-nosed lot! Give me social services any day. Three years ago when my husband fell from the roof tiling, social services took the children into the day nursery. You could leave them any time after eight in the morning and collect them any time up to six at night! It meant I was able to visit the hospital and learn to help him, use his wheelchair. This September they took him back into hospital. It was hell trying to sort things out - nursery school 9 to 11.30, infants 9.15 till 12 and 1.15 to 3.30, juniors 9.15 till 3.30."

"The first five weeks of infant school the head wouldn't let them stay for school dinners - says it's too long a day for them, silly old cow. It's an hour's travelling to the hospital each way. If you take the three children the school complains, but getting someone to collect and take them to school is difficult. So I just visited at weekends."

and then I got told by the nurse that he's all depressed - thinks I've got another fella. Fine chance, with three kids to trail around!"

Extra help in a nursery school can be useful but so too many teenagers have gone too far: "Do you get any extra help? - I used to have a parent but now I've got so many teenagers coming in on various schemes, sometimes it seems as if there are more of them than there are children and they're certainly more trouble."

"No, that's not fair. I've always had some girls from the local comprehensive on a Friday morning, as part of their home economics, and they are

'Schools, I am sick of them - that toffee-nosed lot!'

usually very good. So are the ones who come three weeks at a time for work experience from the school. It was the Youth Training ones that are very variable."

"If I didn't feel sorry for them I'd stop them coming altogether. There's trouble with lies, bad language, smoking, lateness and sickness. Either that, or they do a good job, get on marvelously with the children, desperately want a job working with children, but try as you do you can't get them on to a proper training course."

Playgroups have developed during the last 20 years or so, mainly due to the lack of nursery schools. They cannot, however, be considered in any way second rate to nursery schools as this enthusiastic response from a mother shows: "Playgroups are marvellous, they're always doing something exciting. There's a big hall and two smaller rooms and mounds of toys. There are four paid staff and a rota

of volunteer mums, and each morning you act as a volunteer; you don't have to pay for your child. Some mums help a lot, some mums not at all. It's not like the nursery where they don't let the mums in at all."

The examples I've quoted give some pointers to the problems with current provision. The problems arise because of the three different traditions of facilities for the under-fives. There is the nursery school with its traditions of highly qualified teachers, short hours and long holidays; the day nursery with its tradition of long hours and no holidays, either catering for working parents or disadvantaged families and increasingly those on child abuse registers; and the playgroup with a background of self-help, parental involvement and often rather vague ideas about what children ought to be doing at the age of three and four.

There are also different systems of financial arrangements: nursery education in the state sector is free, but workplace and day nurseries as well as playgroups charge a fee, although this is sometimes subsidized. There are also vastly different rates of pay for those who work in these establishments.

Nursery schools and classes are staffed by qualified teachers, assistants trained by the National Nursery Examination Board and sometimes ancillaries. The teachers receive an extra allowance for work with handicapped children or in social priority areas - the NNEB staff and ancillaries generally do not.

In day nurseries staff often have to work shifts and have staggered holidays. In playgroups many helpers are voluntary, but in a few the organizer takes home a profit, or pay, as good as the hourly teaching rate.

Not only are there vast differences in finance and organization of facilities

for the under-fives but there are differences in their education. The social services department local councils deal with day-care local education authorities nursery schools, and, believe it or not, it is often another department that deals with the letting of playgroups.

At national level the Department of Education and Science and the Department of Health and Social Security have the main responsibility. Involved are the Home Office, Department of the Environment. Sometimes, getting coordinated out of the local and central bureaucracy is more difficult than getting money.

What we need is an integrated service for the under-fives and parents, which accepts parents as equal partners in the care and education of their children. We need a free choice of arrangements to suit them, recognizing that state provision must cater for care, and for others on education.

Some will claim that the provision of an integrated service for all three and four-year-olds would be around £800 million capital cost and approximately extra £362 million per annum running costs (1982 prices) - a comprehensive day care centre, course, cost much more in the stages, but a full cost-benefit analysis well reveal that it is an increase in the community's income. The cost to the community of one brain-damaged child is

'Playgroups are always doing something exciting.'

of non-accidental injury is £1.5 million. Many smaller tragedies result of inadequate day-care with very high costs in human and financial terms. Mill nurseries, on the other hand, showed clearly just how day nurseries could be profitable and the increased earnings. The service established during the war was this point.

Cost has not been a major factor to our European partners, who generally provide better day nursery and nursery facilities than ourselves. France, for example, provides for 33 per cent of two-year-olds, 88 per cent of three-year-olds and all four-year-olds. No, cost is not the main barrier to the existing provisions which are under local democratic control but at the same time ensuring local authorities make the best use of providing an integrated and comprehensive service.

Teachers do not indoctrinate, says Sir Keith

by Susannah Kirkman

Most teachers do not indoctrinate their pupils, Sir Keith Joseph assured a delegation of parents and representatives from Women and Families for Defence at a House of Commons lobby this week.

Even the organization's vice-chairman, Mrs Angela Rumbold, MP, warned the group that they were in danger of being labelled the "loony right" if members were unable to give a balanced message to the Education Secretary. "Sir Keith has reservations about our enthusiasm," she said.

Sir Keith rejected a claim by the WFD chairman, Lady Olga Maitland, that parents were too frightened to speak out against "biased" peace studies in schools. "Cooperation with other parents should make intimidation impossible," Sir Keith said. And he would be unable to order an inquiry into particular schools unless parents provided him with evidence.

But Mrs Rumbold advised school governors to be vigilant over the appointment of "left-wing" teachers, who often saw it as their imperative duty to pass on their convictions to their pupils.

Women and Families for Defence had presented Sir Keith with a petition asking him to pass legislation to protect schoolchildren from political indoctrination in the classroom.

As an example of political bias, Lady Olga Maitland cited Imberhorne School in East Grinstead, Sussex, which had invited her to take part in a debate on nuclear weapons. The headmaster was sympathetic to the Campaign for Nuclear Disarmament and was in favour of allowing the staff to wear CND badges in school, Lady Olga said.

She also criticized Sandown Court School in Tunbridge Wells, Kent, for holding a peace assembly instead of a Remembrance Day service.

The chairman of Sandown Court's governing body, Miss Patricia Thesiger, has denied that there was any mention of nuclear disarmament in the peace service. The assembly was about peace in the home and peace at school, said Miss Thesiger, who is also Conservative vice-chairman of Kent County Council's education committee.

The Imberhorne headmaster, Mr Jack Mallinson, said his staff made strenuous efforts to be fair with pupils on nuclear issues and he could not think of a single teacher who wore a



Angela Rumbold Lady Olga Maitland

CND badge at school. Moreover, after the debate, Lady Olga had told him how delighted she was with her reception by the pupils and their response.

Meanwhile, a member of the Newcastle working party on nuclear issues in education has strongly rebutted accusations of bias by WFD supporter Dr John Marks. His book *Peace Studies in our Schools: Propaganda for Defencelessness* contains mistaken information about the Newcastle project and Schools Council peace education material, Ms Jill Brocker told The TES.

Dr Marks has attacked the Newcastle and Schools Council material for failing to mention resources from pro-NATO organizations. But Ms Brocker said that both documents recommended the arms control and disarmament research unit of the Foreign and Commonwealth Office as a useful source of information.

It was also wrong to say that the Newcastle group was planning to implement peace studies for the under-16s. Statements in the Newcastle paper made plain that it was aimed at pupils aged 14 and above, Ms Brocker said.

Dr Marks had quoted sections of the peace education material out of context, Ms Brocker complained. "The members of the Newcastle working party were very angry to be labelled as left-wing subversives she added. The group included a former RAF engineer who was active in civil defence and a teacher who had once been a weapons electrical officer attached to a Polaroid base.

Dr Marks said he would reply to Ms Brocker's allegations in due course.

Inhaler ban puts asthma sufferers at risk

by Adriana Caudrey

Many teachers are inadvertently putting asthmatic pupils at risk by forbidding them to use their inhalers in school, according to the Asthma Society.

Although one in ten children is likely to suffer from asthma - that is three in an average primary class - teachers tend to be ignorant about the condition. Mr Frank Faulkner, director of the society and of the Asthma Research Council, is writing to all directors of education in the country, urging them to ensure that children with asthma are allowed to use their inhalers at school.

He says it is far more potentially dangerous for a child to be prevented from using an inhaler, than it is for him or her to over-use it.

Mr Faulkner told The TES: "A severe attack of asthma can be very distressing and frightening not just for the child, who feels panicky because he really is being strangled, but also for the teacher."

He is sending the directors of education two new society booklets, *Asthma at School*, and *Understanding Asthma*, which he wants to be circulated among teachers. The booklets would show them how youngsters should use their inhalers. "We want them to realise how important it is for a child to have his inhaler in school, and to be able to use it without embarrassment or worry," said Mr Faulkner.

The society has been receiving an increasing number of complaints from parents regarding the way in which their asthmatic children have been treated in school.

Further inquiries by the society revealed that in 25 of its 50 branches up and down the country there are problems concerning the way in which schools deal with asthmatic pupils.

In one serious case a mother complained to the society that her asthmatic 12-year-old son, a pupil at a comprehensive school in the south of England, asked to use his inhaler before a cross-country run.

His teacher refused to allow it, but the boy still ran. Afterwards he was quite ill, although he did not need hospital treatment.

Mr Faulkner said other cases had come to light where teachers had been obstructive. For example, some children have been banned from using their inhalers during the lunch-break. Instead they have been ordered to go home to use their inhalers, or their mothers have been asked to come into school to administer the treatment.

Council cash freeze puts Brent inquiry in doubt

by Mike Durham

The controversial independent inquiry into standards in Brent secondary schools has been jeopardized because the education committee has refused to authorize a further £57,000 spending to complete it.

The inquiry, "to assess the concerns of parents, and in particular black parents, about levels of provision and achievement", has already taken more than a year and cost £117,000. A team of six investigators was given two years to carry out the study.

But Brent teachers refused to co-operate with the inquiry or allow the investigators into schools. The inquiry team has applied for the extra money so they could complete the study despite the teachers' ban, but last week the education committee turned it down.

Mr Ron Anderson, Labour education spokesman, said a combination of

Conservative committee members and teacher representatives had voted down the extra money. "If the extra money is not provided, what we have already spent will be money down the drain," he said. "I believe it is the only way we shall ever get the report."

"I'm very angry with the teachers because they are deliberately trying to prevent us from getting facts about our schools," Mrs D. Tuck, Brent assistant CEO, said the council was in limbo. The education department feared that the unfinished report would not be viable and the researchers might have to produce a compromise report, or no report at all.

An attempt is to be made to replace the money in the education budget at the budget-fixing meeting of the policy and resources committee next month.

Compensation ruling

by Richard Garner

A teacher's union has won compensation for 27 of its members whose fixed-term contracts were not renewed by a local education authority.

An industrial tribunal ruling that compensation should be paid could have implications for thousands of teachers who face non-renewal of their contracts when they expire.

The tribunal ruled that Conservative-controlled Solihull Council had a duty to consult with unions concerned when any redundancies were planned - including fixed-term contracts. The

tribunal ordered the council to pay £600 to each teacher and awarded the National Union of Teachers - which brought the case on their behalf - £100 costs.

This has immediate implications for 147 other teachers employed on similar contracts with Hereford and Worcester County Council - where an industrial tribunal which opened last week was adjourned for negotiations between the two sides. Nationally, about 20,000 teachers are employed on fixed-term contracts.

Northern Design & Technology

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Micros sales war heats up

by Carolyn O'Grady

A big sales campaign largely aimed at the education market was launched last week by Acorn Computer, which makes the BBC micro.

Mr Chris Curry, managing director of Acorn, launched the offensive in an attempt to counter what he called "a campaign against the company which has begun to resemble a vendetta".

Among packages announced were a number of price-cutting schemes for education. The company's major effort this year would be in that sector, he said, adding that "Acorn's micros in schools scheme" would "continue where the Government's micros in schools scheme left off".

The scheme is still being negotiated with dealers and distributors, but three examples of the eight packages available to schools are: the Electron micro together with the Plus 1 interface and Acornsoft's Logo will cost approximately £216 compared with a normal price of about £310; the BBC model B plus a disk interface and View (Acornsoft's wordprocessor) will cost approximately £216 compared with a normal price of about £310; Acorn will be offering a hard-disk Plus 1 computer at about £1,099 which

is nearly £700 less than the normal price. The price-cutting scheme will be available to schools, colleges, polytechnics and universities through dealers and distributors.

The company is also setting up two schemes to improve relations between the company and users of its products. There will be an "education hotline" for educationalists to discuss problems with company experts and receive advice on new projects, and a series of panel meetings around the country where educationalists can meet top Acorn people.

While Acorn was announcing its schemes for educationalists, its leading rival in the educational field, Research Machines Ltd, was beating it to the post in a crucial area of technology. Last week RML launched the RM Nimbus, which it says is the first 16-bit microcomputer - that is, one which can process binary numbers up to 16 places long, a maximum value of 65,535, without having to split them into smaller portions - designed specifically to meet the needs of education and science. Model 16B has a hard-disk interface and a 320K memory. It is priced at £1,099.

Mr Mike Fisher, RML's managing

director, said that the use of microcomputers in all sectors of education "is rapidly evolving towards the concept of general purpose information tool. There is increasingly heavy emphasis on word processing, database work, spreadsheets and other management and communications tasks."

The Nimbus, which comes in many versions, is priced from £945; RML is offering a number of packages which include software and peripherals to education at reduced rates.

Acorn recently launched a 32-bit processor (the 3206 processor) which can be plugged into the BBC model B to give a great deal more power. Some experts are conjecturing that this may be the precursor to a 32-bit computer.

Almost all secondary schools (98 per cent) have a microcomputer and the average number of machines for all schools equipped is 8.7 according to a report prepared by the BBC and the Department of Education. The report is based on the results of a survey of microcomputers in secondary schools carried out by the BBC and the Department of Education. Software, page 40

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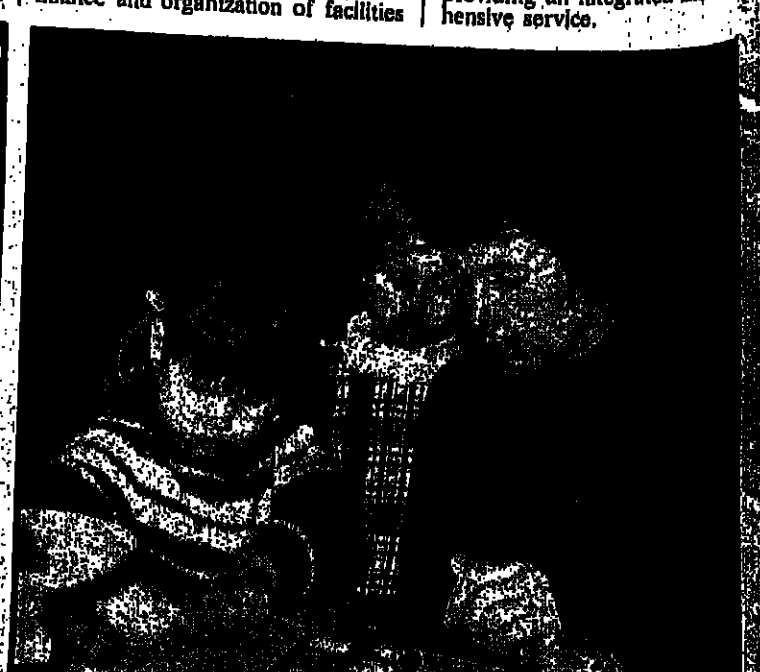
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Caning Bill advances bruised but unbeaten

As Mr Andrew Bennett, a Labour education spokesman, put it, the Government was "on a hiding to nothing" in Monday's debate on the corporal punishment Bill.

The occasion was marked by a notably unenthusiastic opening speech by Sir Keith Joseph, the Education Secretary, by constant interruptions and by some dreadful jokes.

But, despite a rebellion by seven Tory back-benchers, the Government secured a Second Reading for the Bill by a comfortable 290 votes to 171.

Introducing the Bill, which gives parents who object to corporal punishment the right to exempt their children, the Education Secretary certainly could not have been accused of over-selling it.

An exemptions scheme was simply "the least objectionable solution" to the problem of complying with the judgment of the European Court of Human Rights that parents' views on this matter must be respected, he said.

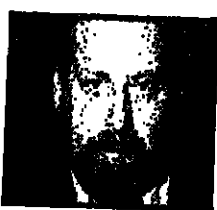
The Government was at one in rejecting enforced abolition of corporal punishment because it was "not prepared to ride roughshod over the views of the millions of parents and teachers in this country" who saw a place for it. And his authority was impeccable: he quoted what turned out to be last year's TES teachers' survey.

He had a little problem with Scotland, however, where Mr George Younger, the Scottish Secretary, has asked the regions to abolish corporal punishment. Sir Keith remarked cynically that circumstances were different in Scotland.

As for operating a dual system, with beating and non-beating schools, he said that could be "indefinitely expensive" and involve virtually doubling the provision of schools.

What about the fourth option? - to do absolutely nothing, asked Mr Michael Latham, Tory MP for Rutland and

Clement Freud
... a poor
little Bill.



Melton. Attractive, conceded Sir Keith, but, distasteful as many aspects of the Bill might seem, surely it would be even more distasteful to fail to comply with the judgment of the Court?

Mr Tony Marlow, Conservative MP for Northampton North, did not agree. It was becoming apparent, he said, that a child who wanted to commit a misdemeanor should do it with a child who was exempted from corporal punishment and thus escape punishment himself. Was this not the penalty we were paying for allowing foreign institutions to decide our laws?

Sir Keith ploughed on bravely, through numerous interruptions, and concluded lamely that the Government's essential concern was to maintain the rights of the school and to consult the parents.

But Mr Giles Radice, Labour's education spokesman, said the Education Secretary had failed to square the circle between his party's prejudices and the binding decision of the European Court.

He moved an amendment that the House should decline to give the Bill a Second Reading because it did not abolish corporal punishment, led to unfairness between pupils, created a bureaucratic nightmare and failed to establish the atmosphere of cooperation in which good discipline could be maintained.

But he too was interrupted, most frequently by the Tory MP Mr Douglas Hogg, who said Labour's policy was to deprive school governors and education authorities of the power to man-

by Biddy Passmore

age schools for which they were responsible.

Mr Clement Freud, Liberal education spokesman, said any punishment of a corporal nature was bad because beating a child did not produce a better child but tended to produce a more bitter and truculent one, he said. This was a poor little Bill which should be killed off.

Mr Robert MacLennan, SDP education spokesman and the only Scottish MP to speak in the debate, praised the Scottish Secretary for his courage in advising local authorities to abolish corporal punishment. The Bill would, in a sense, be a dead letter in Scotland, he said.

But he pointed to a number of "bizarre anomalies", such as the right of Scottish 16 and 17-year-olds under the Bill to decide if they wished to receive corporal punishment.

The debate, however, did serve to shed light on some details of the new legislation. Sir Keith and Mr Bob Dunn, the junior education minister who wound up the debate, revealed that:

□ a slap or smack will count as corporal punishment under the Bill; □ there will be a few days between deciding on the punishment and carrying it out, in which schools can check whether the child is exempted and parents could register a change of mind;

□ where parents are divorced or live apart, the view of the parent who wishes the child to be exempt will prevail.

● The European Commission on Human Rights has accepted the case of a 16-year-old boy from the Wirral who was suspended from school for refusing to be caned and whose parents were then prosecuted for failing to send him to school. His lawyer is asking the Government for £17,000 to compensate him for loss of education and subsequent lack of employment.



Sir Keith Joseph: ploughed on bravely despite numerous interruptions

A whacking mistake

No debate on corporal punishment would be complete without an anecdote about Dr Rhodes Boyson. This one was told on Monday by Sir Kenneth Lewis, Tory MP for Stamford and Spalding.

When headmaster Boyson found out that some trouble at his school was being caused by one of three boys, he plucked the life out of them until one walked into his office and owned up. He got six of the best.

But great was the good doctor's

confusion when he discovered a note later that he had punished the wrong one: the boy had simply asked responsibility in order to stop his plugging.

So he summoned the boy and gave him a credit note for six of the best, which carried him through the next years he spent at school.

What happened to the unfortunate boy who had caused the trouble, Sir Kenneth did not relate.

Give criticized schools a fairer trial, study says

by Virginia Makins

A proper legal process of inquiry should be set up to prevent controversial schools such as Risinghill from being subjected to arbitrary, and destructive, public "trials".

This recommendation is made in a book to be published next week which highlights the astonishing similarities between four comprehensives which have been involved in great public controversy.

Two of them - Countesthorpe College in Leicestershire and the Sutton Centre in Nottinghamshire - survived their ordeals; Countesthorpe with its innovative practice intact, the Sutton Centre after some compromises.

But Risinghill, in London, was closed after only five years, and Aberdeen's Summerhill Academy reverted to traditional practice after its head, Mr R F Mackenzie, had been suspended.

The authors of *Schools on Trial*, Colin Fletcher, Maxine Caron and Wyn Williams, point out that in all four cases heads had been deliberately appointed who were hard to teach, these schools were aiming to do something different.

They set out to be democratic, genuinely comprehensive, and to serve, and involve, their local adult communities. Some were hampered from the start by unfinished buildings, inadequate equipment, unclear lines of management for community facilities and bad local authority decisions.

In spite of that, their stories show that they won considerable support from the majority of parents, pupils, and, in most cases, governors by the time they were put on "trial".

At the Sutton Centre the authority suspended governors' meetings at the height of the controversy. At Countesthorpe the governors saved the school by appointing a new head, sympathetic to its ideals, when the first head resigned.

At Maudslayi Court a local authority investigation was partly about how to get control of a school that the governors liked but others involved in local politics did not.

In all the schools the events that triggered the "trials" were relatively trivial. Books had been stolen from Countesthorpe's library. There had been a social studies lesson which discussed swearing at the Sutton Centre. R F Mackenzie had refused to discipline a child under considerable emotional stress who had pulled a knife on a teacher. Risinghill attracted trouble by introducing sex education and multicultural education and teachers complained that their authority was undermined by the "democratic play" of a pupils' council.

Since the book was researched another "trial" - of Maudslayi Court in

Shropshire - has confirmed the pattern the authors identify.

When many comprehensives were content to be "non-selective grammar schools with tiers of hierarchy and some curriculum development for pupils who were hard to teach, these schools were aiming to do something different.

They set out to be democratic, genuinely comprehensive, and to serve, and involve, their local adult communities. Some were hampered from the start by unfinished buildings, inadequate equipment, unclear lines of management for community facilities and bad local authority decisions.

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Michael Duane
Eric Briault

All the schools were in some ways ahead of their time. In 1963 Dr Eric Briault, Education Officer of the ILEA, informed Michael Duane at Risinghill that it was not the responsibility of schools to foster knowledge of the language and culture of immigrant minorities: "The task of the schools is really the reverse."

Countesthorpe was a pioneer of independent, resource-based learning and the Sutton Centre, very unwisely, betted on common exams at 16-plus being introduced by the mid-1970s.

The trigger incidents gave a chance for very small groups of parents, sometimes with real worries, sometimes with less focused moral indignation about the school, to stage a protest. The protest was fanned into a blaze by local newspapers, and gave Conservative politicians a chance to get back at their Labour predecessors' show comprehensives.

The schools were then subjected to various forms of ad-hoc local inquiries - where no attention was paid to the protests of the majority of parents, who were satisfied with the schools and held meetings and signed petitions to say so.

In some cases local councillors, with little experience of education, collected "evidence" about the school. By that time HMI inspectors had usually also been called in by the local authority to do an inspection.

Bringing in the HMIs served to calm the antagonists. But in the meantime, at Maudslayi Court and at the Sutton Centre, heads had resigned and decisions were being taken which would affect the school's policies and practices.

Even if the HMI reports had been published, they would have come too late to affect the course of events, say the authors. In effect, the inspections served to tie up all participants while the decisions were being taken elsewhere.

The writers claim that their highly publicized cases are only the tip of the iceberg - during the "trials" the schools got plenty of messages of support from teachers in many other schools with similar tales to tell.

The schools concerned made plenty of mistakes, and their heads were often short on political skills. But the authors maintain that the forces likely to oppose democratic innovation in schools are so powerful, and often so well-concealed, that political skills may not be enough.

They maintain that there should be procedures which allow schools faced with such ordeals to initiate their own defence, with due regard for evidence and the views of all participants. Evidence of a school's success or failure should go beyond scholastic achievement, and bring in such things as behaviour, vandalism, and staff and student absenteeism.

And they argue that HMI's role should be clearly defined as collecting evidence, which is then made public, on behalf of the inquiry, and drawing up an independent list of recommendations.

Colin Fletcher writes about Democratic Comprehensive Schools in next week's TES.

Schools on Trial by Colin Fletcher, Maxine Caron and Wyn Williams. To be published by the Open University Press on February 8, price £5.95.

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DES to aid teachers hit by slump of sterling

by Adriana Caudrey

British teachers on exchange in the United States who have been badly affected by the plummeting level of the pound are to receive additional financial help from the Department of Education and Science.

The DES is to increase the teachers' allowances for the next academic year, from £1,075, to a maximum of £1,250. The increase will restore their grant, after it has been converted into dollars, to what it was before the pound started to tumble last autumn.

The announcement was made at a meeting of the Joint Advisory Committee on Teacher Exchanges earlier this week. The committee also considered appeals for emergency cash from at least 60 of the 128 teachers from England and Wales currently in the US.

The Central Bureau for Educational Visits and Exchanges has been provided with £10,000 emergency hardship money from the DES, which will be divided between the most needy of the teachers. But as letters of appeal are still coming in, the bureau has yet to decide how to share out the cash.

A bureau spokesman said that teachers in areas with the highest cost of living, or in cold regions, such as Alaska - who had to spend money on extra warm clothing, and on heating - had the biggest problems.

Their plight was first revealed in *The TES* two months ago, when the pound was already only worth \$1.20. By this week it had slipped still further to \$1.10.

The problems of the exchange staff have also been raised in the House of Commons. And a handful of local education authorities are considering increasing the salaries of teachers currently on exchange in the US.

The teachers warned that British staff might be put off exchange trips once they heard of the financial hardships caused by the poor exchange rate.

The higher grant will be available from this autumn, and it has been emphasized that whatever the disparity between the pound and the dollar in the next academic year, the DES will not provide more than £1,250.

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No growth in number of technology A levels

The number of A level passes and university applications in science and technology has stopped rising after eight years of continuous increase, MPs were told this week.

Mr Peter Brooke, higher education minister, told the Commons Select Committee on Education he could not explain why this had happened. He suggested, however, that it might be because the proportion of girls in higher education had been going up by 1 per cent a year and they were less likely than boys to study science or technology - although the number doing so was rising.

The critical factor, he added, was the advice given to girls before O levels. Mr Sean Hughes, Labour MP from Knowsley South, suggested the pause that had been witnessed over the past year might be because local education authorities were having to cut back on more expensive subjects.

But Mr Brooke said he thought it more likely that shortage of teachers was to blame. But he added that the supply of teachers in shortage subjects had improved greatly over the last three years. Physics teachers were now much more likely than before to have a



Peter Brooke

degree in the subject.

On the science budget, Mr Brooke said the extra funds the Government had made available - £13 million in 1985-86 and £10 million in each of the two subsequent years - would ease the short-term pressure on the research councils and make it possible for them to support more "critically valuable" research projects.

But he said it would be "foolish and complacent" to say that all problems had been solved by a simple three-year adjustment to public expenditure.

Education ministers had to reduce the amount of extra cash for science from £50 million to £33 million after their enforced climbdown on full-time fees diverted some of the money to the student grants budget.

Train all primary staff in maths and science - Lords

Maths and basic sciences should be included in the training of all primary teachers, and all secondary teachers should be graduates in the subjects they teach, the Lords Select Committee on Science and Technology said this week.

The committee also called for more degree places in science and technology in universities and polytechnics.

Its report on education and training for new technologies, published on Wednesday, says Britain urgently needs more well-qualified teachers of maths, science and engineering at all levels if it is not to fall further behind in the technological race.

It urges not only improvements in initial and in-service training but also, higher pay to attract more good people into the shortage subjects of maths and science.

L.C.s should be given discretion to allocate more Burnham points for these subjects, it says. Universities and polytechnics should offer differential pay and lecturers should be allowed to earn an extra salary from industry-linked projects.

All pupils should be required to study maths, the sciences and the humanities up to 16 and be given some lessons in basic economics, the report recommends.

The committee, which includes Baroness Platt of Writtle, Chairman of the Equal Opportunities Commission, emphasizes the need to encourage girls' interest in science and technology, especially in the late primary and early secondary years.

"The economy cannot run with full efficiency when technologists and technicians come from only half the population", the report remarks.

A national Education and Training Board, housed in the Science and Engineering Research Council, should

be set up to assess the country's skill needs and to make sure they are met, the committee says. Its responsibilities would include funding postgraduate courses in science and engineering.

A major shake-up of higher education is called for, particularly at postgraduate level. Traditional degrees are no longer adequate preparation for the new technologies, the report says, and should be supplemented by two-year taught masters' degrees.

The committee also wants to see a bigger shift in higher education places from the arts to science and technology than the Government now proposes. This will require extra money, it says.

In general, the report expresses concern at the short-sighted attitudes to funding. When money is tight, education and training budgets remain the most likely to be cut, it complains.

"If either Government or industry think that the nation's economic problems can be solved without spending money, they are deluding themselves. The nation cannot afford not to invest more."

The committee, which is chaired by the Labour peer, Lord Oxborough, and includes Lord Flowers, rector of London's Imperial College, makes more than 60 recommendations. Its report, *Education and Training for New Technologies*, is available from Her Majesty's Stationery Office, price £6 net.

Industry probably needs to recruit and train twice as many technicians as the current intake of 3,000 a year, a department of Trade and Industry spokesman says. The committee, junior minister, says the Government should promote existing schemes for training in information technology, and providers of training should make

sure their courses fit employers' needs.

Recent studies on CDT by ILEA show that when girls study the subject to examination level, they frequently obtain better results than the boys. ILEA is also proud of the fact that 9 per cent of its CDT teachers are

More ILEA schools to cut subject sex barriers

by Adriana Caudrey

A big project for girls to study design, and technology, and for boys to study domestic subjects, is being launched in 23 schools in the Inner London Education Authority.

Materials and technical help are to be given to the schools - 20 of which are single-sex - to enable them to extend their curriculum. The project is expected to cost the ILEA £40,000 this year and next.

The plans follow a pilot scheme reported in *The TES* last week, in which 400 pupils from five ILEA schools sampled subjects usually regarded exclusively by the opposite sex. The experiment showed that girls were more enthusiastic about doing CDT than boys were about taking domestic economics subjects, such as sewing.

While the girls became increasingly keen on the technical course as they learned more, the boys' interest in the domestic subjects waned.

As a result of the subject swap, the girls developed a noticeably more broad-minded attitude to what was women's roles in society, whereas many of the boys remained fixed in their outlook.

Teachers involved in the twinning schemes said there were practical difficulties in sharing resources. The new plans will involve giving the schools grants of between £500 and £5,000 to develop their own facilities and equipment.

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Lecturers' freedom of speech under threat - UGC

by Biddy Passmore

The University Grants Committee has told Sir Keith Joseph that his plans to limit lecturers' job tenure must not undermine their freedom to express controversial views.

The committee rejects the idea of replacing tenure with renewable contracts, because it would make it feasible to dismiss somebody whose opinions were unpopular. But it concedes that tenure cannot justify absolute protection in all circumstances.

The UGC believes there is only one way of limiting tenure compatible with preserving academic freedom. That is to follow the American model, which makes tenure subject only to dismissal "for good cause" or to redundancy in one of two cases: where lack of funds makes it necessary to shed staff faster than natural wastage can achieve; or where the university decides to drop a particular subject area.

In the UGC's opinion, "good cause" should cover breach of duty, such as bad teaching, or misconduct, such as gross plagiarism or the faking of research results. It says the definition of "good cause" should be the same for all universities and that the machinery for dismissal should be simplified.

The committee's memorandum to the Education Secretary comes in response to his announcement last May that the Government was prepared to introduce legislation to limit tenure for future appointments.

More money should be spent on developing teachers through in-service training, a meeting was told last weekend.

Leeds spent 5 per cent of its education budget on this and the percentage would grow, according to the authority's director of education, Mr Stuart Johnson.

Mr Johnson said: "Education does not have an impressive record on research. People say you can be a good teacher without it, but if you are in higher education you must be a better teacher for it. It should be part of the teacher's job."

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NAS/UWT opposes Inspectors on grammar and English objectives

by Susannah Kirkman

The National Association of Schoolmasters/Union of Women Teachers has criticized HM Inspectorate's *English* from 5 to 16 paper for its "undue emphasis" on the learning of grammar.

The union fears that concentration on "grammatical terminology" will become an end in itself, it says in its response to the discussion paper.

And the paper's list of detailed objectives seem likely to "hinder rather than help teachers", according to the union's general secretary, Mr Fred Smithies. Teachers will not find it easy to apply objectives like, for seven-year-olds, "reading simple investigations and other practical experiences accurately, and commenting on the results", and for 11-year-olds, "using a variety of strategies to establish word meaning".

In any case, the union says, it would be better to outline the principles of English teaching before describing aims and objectives.

The union also accuses HMI of neglecting the importance of the pre-school phase in language development and of ignoring the needs of a multicultural society. It says the document fails to consider those children from ethnic minorities for whom English is a second language, and is wrong to presume that, "before starting school, most children already have considerable experience in and command of at least spoken English".

Literature gets short shrift, according to the NAS/UWT, which thinks it deserves a section to itself and that it should cultivate the "affective, interpersonal and aesthetic responses of children".

The division of the paper into principles and objectives means that it is unlikely to be read as a whole, the union believes. This could be particularly damaging where non-specialist teachers of English are involved, concludes Mr Smithies.

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Policy body decides to offer new career structure and a permanent pay review body

SDP confirms 'no strike' plan for teacher unions

by Mike Durham



Anne Sofer... secure position

The SDP has decided that a "no-strike" deal with teachers in a restructuring profession is to become part of its education policy.

The party is to write to all the teaching associations asking for talks on the issue, following last week's policy-making meeting of the Council for Social Democracy in Birmingham.

But the SDP put off a decision on fixed-term contracts for heads of large schools, because of the implications of the move for the rest of the public sector.

The meeting - one of three held annually to determine policy - adopted most points in a package designed to create "a new career structure" for teachers.

The most controversial is "the negotiation, within the context of fair and permanent comparability arrangements, of a 'no-industrial action' deal with the teachers' associations".

The proposal is that a teacher's right to strike would be traded for the creation of a permanent salary review body, by negotiation with the unions concerned.

Opposition to the move came from County Durham teacher Mr Dave Faulder, who said it was too easy to remove a "fundamental human right" in a few sentences. The idea should be looked at more closely.

He claimed teachers were making comparisons with the situation at GCHQ in Cheltenham, where unions had been banned. "Now we are saying that teachers can't strike. Where will it end? What about the dustmen? What about traffic wardens?"

Another delegate, Ms Anne Ludbrook from Grampian, said: "No teacher I know actually wants to strike".

But the right to strike, she added, should be available as a last resort.

The SDP's education spokesman, Mrs Anne Sofer, said there was no question about imposing a "no-industrial action" agreement on teachers.

"Comparisons with GCHQ are not valid. We are only talking about negotiations, and I would expect any union to fight hard for a very good deal indeed in return."

"Many teachers would be content to know they had a secure financial position to look forward to without having to resort to industrial action."

The meeting adopted proposals for a system of pay comparability with other public sector jobs, regular appraisal of teachers, a new career structure and a new contract as the other main points.

in the SDP's proposed "new deal" for teachers.

Mrs Sofer said teacher appraisal had to be put in context and carried out by trained and competent people.

Mr Peter Lee, from Cambridgeshire, said the SDP's proposed assessment system would have to include local authorities, be open, and objective. Heads would not be involved and it would be devised to prevent political manipulation.

He said: "Some people will say that by talking about pay and performance the SDP is appealing Sir Keith Joseph and the Tory Party. This is not so. What we are interested in is the development of the teaching profession."

On fixed-term contracts for heads, former teacher Mr Bob Mitchell told the conference that all classroom teachers should be given fixed-term renewable contracts every five years.

"You have to face the fact that there are such things as bad teachers," there was now a "mad rush for youth" in appointing headteachers, and a school could be saddled with a poor head for 30 years.

However, Mrs Sofer agreed to postpone a proposal for fixed-term contracts for heads, because the SDP has not yet agreed on a general policy for such contracts in the rest of the public sector.

After the debate Mrs Sofer said she believed most teachers would support a "no-strike" deal if it offered the alternative of a secure career structure. She was confident the SDP would not lose support among teachers.

"I think we shall gain some and lose some. A lot of teachers only strike out of loyalty to their union, and we are now offering them an alternative."

Prepare leavers for industry

Lord Young, Cabinet minister in charge of the Enterprise Unit, last week reiterated the Government's view that Britain is not doing enough to educate school-leavers for industry.

He told the SEO annual meeting: "I believe our failure to gear education and training sufficiently towards the requirements of employment is a major obstacle in the path of enterprise."

Industry and the education service should be concentrating on turning out more self-reliant, flexible, highly motivated and more broadly educated school-leavers; a system of education for 14 to 18-year-olds had to be developed which worked from the young person's point of view, and was flexible enough to provide them with a range of options.

Lord Young said the education service and industry had failed on two counts. "We - society generally - have failed to focus clearly enough on preparation for the world of work as an objective in its own right," he said.

There was also an artificial barrier between academic and vocational learning. "We have not recognized sufficiently that preparation for work flows as much from a sound general education as from acquiring specific technical skills."

West Germany, the United States and Japan had all recognized a relationship between training and competitive economy. Their economies would not have been possible without it.

Lord Young called for more links between industry and education, and for more effective adult education so that those leaving school could engage in retraining.

The Government's drive to set standards and to provide clearer objectives in schools and colleges could only benefit employers. He called for more in-service training along the lines of the Government's initiative, and for teachers to spend time in industry.

"I would like to see us moving towards a situation where it is normal for teachers to spend a period working with a private employer."

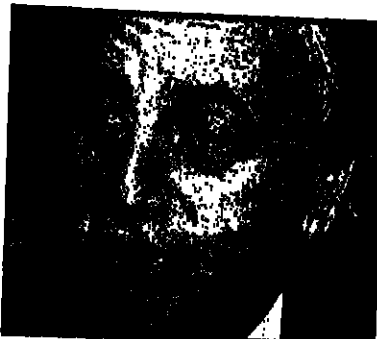
Lord Young also urged a simplification of the present system of vocational, pre-vocational and non-vocational qualifications.

"There is a new jargon in the educational world based on strings of initials: TVEI, YTS, GCSE, CPVE and so on. Small wonder... If teachers are to make sense of it, they must be able to make sense of the system."

Clearing up that confusion means making sure that everyone understands what options are available at what time.

He wanted to see a system which offered older pupils vocational elements in a general education, and some work experience, and based training for all school-leavers 16 - perhaps an extended Vocational Training Scheme.

"One option which should be made available to anyone at 16 is unemployment. It can be in no one's interests to be unemployed and especially non-productive at 16, particularly when there are other worthwhile alternatives available," he said.



Lord Young: enterprise blocked

Mike Durham

Classroom ratios improve despite drop in spending

by Biddy Passmore

The United Kingdom spent nearly £15 billion on education in 1982-83, according to the latest Government statistics.

That sum accounted for 5.3 per cent of the country's GNP, 0.2 percentage points less than in the previous two years and a full percentage point below the peak year of 1975-76.

These figures, which combine statistics from the Department of Education and Science, Welsh Office, Scottish Office and Department of Education of Northern Ireland, show that more than 9.9 million pupils were being taught by 360,000 teachers in 37,000 schools in 1982-83. About 9.25 million pupils were in the public sector.

School rolls fell faster than the number of teachers, producing a further slight improvement in the pupil-teacher ratio. It changed from 18.2 pupils per teacher in 1980-81 to 17.8:1 in 1982-83.

Pupil-teacher ratios				
	Nursery	Primary	Secondary	All
1982-83	20.1	22.3	16.5	17.9
England	20.5	21.8	16.5	17.8
Scotland	25.2	20.4	14.3	16.8
Northern Ireland	23.7	22.2	15.2	18.7
Wales	21.8	22.1	16.2	17.8

Exclude independent schools

UK students continuing their education beyond the minimum school leaving age				
Age at 31 August 1982				
Under 21	21-24	25+	All ages	Under 21-24
Students aged 14 and over in schools	527	527	50	50
On non-maintained further education	389	17	28	412
Full time and sandwich	378	42	18	418
Part-time play	362	367	10	739
Evening	1140	426	114	1680
Total	1140	426	114	1680
In higher education	318	138	85	541
Full time and sandwich	288	106	72	466
Part-time	65	32	13	110
Total	318	138	85	541
All such students 1982-83	2039	829	1884	4752
All such students 1980-81	1948	802	1762	4512

*Including 408,000 students for whom no age detail was available

Universities urged to relax demand for high A levels

Universities should agree not to demand higher and higher A level grades from sixth-formers, according to Professor Roger Blin-Stoyle, the chairman of the School Curriculum Development Council.

The over-insistence on high grades was cramping the sixth-form curriculum, Professor Blin-Stoyle told the conference. Instead, admissions tutors should rely more heavily on interviews and school assessments. A "modest" performance in a balanced selection of AS and A levels ought to be the highest exam requirement, he said.

Although the universities were enthusiastic about AS levels in principle, they would still press for high A level grades, Professor Blin-Stoyle told the TES.

But some university departments are already prepared to give preference to candidates with AS levels, according to Dr David Ingram, chairman of the Standing Conference on University Entrance. He told the TES that universities would be overburdened with people meeting conditional offers if they did not stipulate high A level grades.

Last year, there were more than 20,000 applicants for just over 1,000 places at Kent University, where Dr Ingram is vice-chancellor.

The registrar of Keele University, Dr David Cohen, said that good sixth-formers still relied heavily on school assessments, but there was a danger that inexperienced headteachers would make over-subjective judgements.

"It also takes a very experienced selector to judge a candidate accurately from a single interview," Dr Cohen told the TES. "It is unreasonable to expect people to travel long distances for university interviews. If local educational authorities were not prepared to put their fuses, Dr Cohen said, And views could prejudice the chances of candidates, he added.

The main pressure for high A level grades came from the University Grants Committee, which judged universities on the A level score of graduates, Dr Cohen said.

Susannah Kirkman

Threat to Services staff

Teachers in Armed Services schools continually work with the "word of Damocles" hanging over their heads, a teachers' union leader has claimed.

Writing in his union's magazine *The Career Teacher*, Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, says: "A major problem lies in the insecurity inseparable from the system of three-year contracts (under which all UK-based teachers are recruited).

"Although SCEA (the Service Children's Education Authority) certainly intends that any teacher who

performs competently in its school should serve a minimum of six years, sooner or later SCEA teachers have to face the fact that they no longer have a job with SCEA and these days it is not easy business finding a teaching post in the United Kingdom, as many young teachers know to their cost.

"Not surprisingly, the three-year contract system assumes the dimension of a 'word of Damocles', perpetually suspended over the heads of teachers trying to provide a normal and stable educational experience for children whose parents' circumstances cast them in the role of 'specialist nomads'."

Going for a song: Somerset beats the music cuts

by Adriana Caudrey

Somerset is starting to produce an unusual number of tuncful primary children.

If you walk into any of 13 primary schools in the county, the chances are that you will hear children singing - harmoniously.

This development has come despite the big handicap which Somerset has suffered as a result of having its entire peripatetic instrumental staff wiped out in education cuts three years ago.

The county is pioneering a new form of music education, which is called "growing with music". The experiment started in five primary schools - three in Bridgwater, and two in Taunton - and has recently spread to eight primary schools in Wellington.

Mr Michael Stocks, county music adviser and architect of the project, said that the technique involved teaching infants and juniors the rudiments of singing, before any other aspects of music.

He said that this helped to avoid the otherwise haphazard provision of music education in primary schools.

A TES survey into school music, published two months ago, showed that primary schools are frequently without a music specialist, and that the standard of teaching in this subject varies enormously between schools, and from one education authority to another.

The Somerset method involves teaching children to sing unaccompanied, often in "pairs". Mr Stocks said: "Singing and the use of the voice are central."

"Sadly, school singing these days usually means voices with piano accompaniment. Often the piano is very loud, and the back of it is facing

the children so that their voices are swamped."

He said that the project was already achieving results: "Normally you assume that in any given class a fair proportion of the children won't sing in tune. But we now have some classes where none of the children is out of tune."

He said that the reason was that it often takes years to teach a child to sing unfeelingly. In Somerset they are gaining a head start by training the children from the age of five.

Mr Stocks says this means that the children will have a good grounding in the subject when they enter secondary school, rather than needing "remedial" teaching, as many of them do now.

He emphasized that the concentration on singing was not developed as an expedient to compensate for the loss of instrumental teachers, but through a firm philosophical belief.

He said he greatly regretted the loss of the county's instrumentalists and called that a "diastrophic episode".

Music kits to accompany the courses are being developed for infants and juniors. Their teachers attend in-service training sessions, which are "pitched" at three levels. So far 200 Somerset primary teachers have attended the courses, even though many of them teach at schools which have not yet officially adopted the new method.

The range of music includes nursery rhymes, folk songs, pop tunes, and even Schubert lieder. All that matters is that it is musically appropriate for each age range. Much of the inspiration for the method came to Mr Stocks during visits he made to Hungary and the United States.

Exeter offers first professorship

by Sarah Bayliss

Britain's first professorship in primary education is advertised this week in *The TES* and other national newspapers by the University of Exeter.

The post carries a minimum salary of £18,070 and applicants are expected to have a successful record in both primary teaching and research.

The creation of the post reflects the growing academic importance of primary education in universities and the anticipated growth in primary teaching vacancies from 1986 onwards.

Exeter has the second largest school of education in the country after the Institute of Education at London University.

Roughly 300 out of 750 students are primary specialists taking BED, PGCE and MEd courses. This compares with the picture at Exeter five years ago when only one-quarter of BED students and one-tenth of PGCE students were destined for primary teaching

and very few primary specialists were taking higher degrees.

According to Professor Ted Wrang, director of Exeter's School of Education, increasing numbers of well qualified teachers are returning to study for a masters degree or doctorate.

He said: "Primary education is a wide and growing field. The university would not be deterred from finding a primary practitioner to fill the chair."

"We are shifting much of what we do into primary. There's more research, more in-service and more initial training. What we are looking for is someone very good to give leadership to everything we do."

Last year Exeter appointed three new lecturers with a primary education background, including a post funded by the Government's "new blood" scheme. Professor Wrang is involved in primary research, currently studying the professional skills of teachers doing topic work with children aged eight and nine.

Mr Christopher Jarman, a council member of the National Association for Primary Education, said this week he hoped other universities would follow Exeter's lead in creating more primary chairs.

It should be an "inevitable step" when increasing numbers of teachers were graduates and when many senior teachers and heads were pursuing higher degrees.

Primary education had at last become a respectable subject in universities but it was essential to maintain the practical element. "You can't think of primary education in purely abstract terms. Like engineering or medicine it is essential to pursue the subject in practice."

PRIMARY

Touch screen for young

by Carolyn O'Grady

A screen which can respond to a finger pointing at a displayed picture has been developed for very young children and disabled people who have difficulty operating microcomputers through the traditional QWERTY keyboard.

The Touchtech 501 was launched last week by the Microelectronics Education Programme and Microvitec, the video-display monitor manufacturer. It is intended to be available with most popular makes of micro and can already be used with the BBC.

Such technology is not new: a touch-screen system has been available for sometime, on Hewlett Packard HP150 - but aimed at the business market.

The accompanying software which was demonstrated last week included a program that enables children to draw on the screen with different colours - the high-tech equivalent of finger painting - and one which asked them to differentiate between shapes. A



Youngsters in Bradford try out the Touchtech 501

musical program for older pupils was also demonstrated.

Mr Mike Bostock, MEP manager of the touch-screen project, said it was envisaged that the screen would enable children as young as two to use the computer. The touch-screen, he said, provided a much more natural means of control than a keyboard, and enabled young children and the disabled to interact directly with the computer.

The screen costs £210 plus VAT and comes with nine introductory programs.

NOW MICROVITEC PUTS YOU IN TOUCH

The Touchtech 501 eliminates the need to use the conventional keyboard and opens up the world of computers to everyone - a truly major breakthrough.

Touchtech 501 is an intelligent device with its own on-board computer. Based on the latest infra-red scanning techniques, it permits unique and direct interaction with the computer's monitor screen!

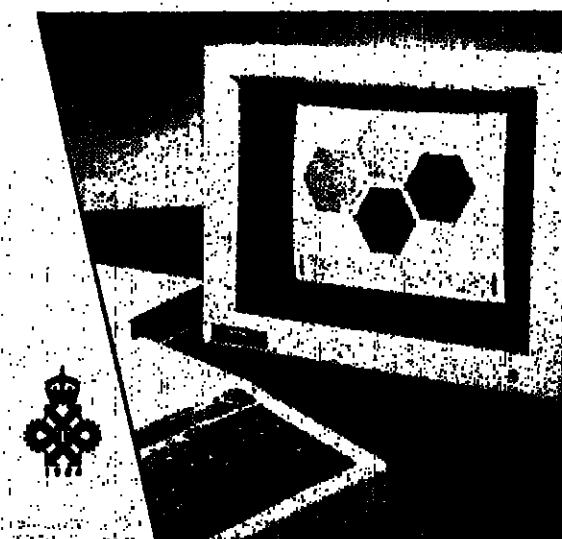
ALL YOU DO IS TOUCH THE SCREEN! TOUCHTECH DOES THE REST!

Touchtech 501 has been purpose designed to operate in conjunction with Microvitec's immensely successful metal cabinet colour monitors, and the BBC computer. Not only do the units harmonise in design and colour, Touchtech 501's supports the monitor to the ideal angle for touch screen operation.

Although providing touch screen facilities at a fraction of the cost normally associated with this type of advanced technology, Touchtech 501 is an intelligent device in its own right, giving four point modes and four continuous modes, providing the imaginative programmer with unlimited design possibilities.

Touchtech 501 is designed to plug into the BBC B microcomputer and will be compatible with a wide range of other popular makes, including RML, 4802, Nimbus, Spectrum (with Interface 1) etc.

THE TOUCHTECH 501 COMES COMPLETE WITH OPERATOR'S MANUAL AND A FREE DEMONSTRATION DISK CONTAINING NINE STARTER PROGRAMS PLUS PROGRAM DEVELOPMENT SOFTWARE



For full details and colour brochure contact:
MICROVITEC touchtech 501
Microvitec PLC, Futures Way, Bolling Road, Bradford, West Yorkshire BD4 7TU
Tel: (0274) 390011/726500. Telex: 517777

This equipment has been developed by Microvitec PLC in collaboration with the Microelectronics Education Programme.

Energetic, innovative, outspoken, creative, adventurous, highly respected... these are just the kind of words used by friends and colleagues to describe Geoff Melling, the new director of Coombe Lodge, the further education staff college.

And he will need all of these qualities to tackle the daunting task of steering the institution out of the doldrums. For it is common knowledge in the FE world that Coombe Lodge, tucked away in the Mendips Hills, near Bristol, was becoming moribund.

"It produced some decent research and a useful range of publications. But, certainly the Association of Metropolitan Authorities was very discontented with it in recent times, considering its call on resources," one chief education officer commented.

Geoff Melling also appears particularly well-qualified for the job, at a time when FE seems increasingly under threat from the Manpower Services Commission, and needs some well-placed bridges.

He was the first director of the Further Education Unit by the time he was 40 and regional staff inspector of FHE in the north. He became known as the HMI who worked closely with the MSC in the development of the Youth Opportunities Programme and the Youth Training Scheme.

"I've worked for the DES in one guise or another for 13 years - so I've got one advantage - I know a lot of people in key positions in the department and the MSC."

A former colleague said: "Everyone is optimistic about his appointment but we don't underestimate the task in front of him. It is widely accepted that it is make or break for Coombe Lodge."

But Mr Melling was quick to defend Coombe Lodge and the work it does. "Our 'sleepy valley' image is unfair, we have just never advertised enough about the calibre of work we are doing. The staff work long hours: they are involved in conferences, writing publications, in consultations and research contracts. We have been insular here. It is not that I.e.a.s. don't value us, they don't know about us."

Even so, it is easy to see how Coombe Lodge became known as "the sleepy valley". For it is a handsome mock-tudor house built by the Wills tobacco family in 1932 in delightful grounds on the edge of Blagdon, a village 12 miles from Bristol.

Being only two hours by train from



Geoff Melling: Coombe Lodge has been too insular

The man who aims to waken 'sleepy valley'

Diane Spencer meets Geoff Melling, the newly-appointed director of Coombe Lodge, and discovers his plans to give the further education staff college a higher profile.

London, the director sees no virtue in re-housing the institution in a city in the hope of making it appear more "relevant".

Instead he wants to get Coombe Lodge's work into the regions by way of modular courses similar to those of the Open University. The staff college would control the materials and train the trainers. And there is already interest in the idea, he said.

Another step in the same direction will be taken if the governors agree to a proposal that Coombe Lodge supports a formal link with the newly created Post-16 Network of local authority advisers and officers working with the 16-19 age group.

For it is the local authorities - who employ the advisers and officials, who foot the bill out of the rate support grant for Coombe Lodge, although the DES appoints the governors and gives grants for research. The governors

include councillors, chief education officers, college principals, trade unionists, and representatives from industry.

"We have not been close enough to the Association of Metropolitan Authorities and the Association of County Councils in times past - I hope we can work more closely together now," said Mr Melling. He is also optimistic about a rapprochement between the I.e.a.s. and the MSC, while acknowledging that there is a tightrope to be walked.

If the governors agree, Coombe Lodge will be involved in a three-year research project on behalf of the MSC, which will help bridge this gap.

Called "The responsive college" it will look at financial links between authorities and colleges, management, staff development and marketing in the context of how colleges can re-

spond to local needs and employers.

Mr Melling hopes the governors will support the idea because he feels that any other agency carrying out the research would expect colleges to respond strictly to the needs of industry and commerce. But Coombe Lodge would also take account of minorities - the unemployed, handicapped people, women and ethnic groups. "I.e.a.s. are there to serve the public," he pointed out.

Given the go-ahead, the director expects to work with at least six authorities and their colleges around the country and hopes the Society of Education Officers will second one of its members to help with the project. In future he would like to see such a mixture of permanent and seconded staff including someone from the CBI.

At present the college, which was established by the DES in 1960 as an

independent charitable trust, to accommodate about 40, plans to be approved to extend the residential block to take twice that in three years' time. Mr Melling is also confident that there will be money to increase staff from the present eight full-time tutors.

Yet another suggestion to be considered by the governors is that Coombe Lodge should develop a unit for policy analysis in FHE - but no new unit would be needed.

"Education authorities should, when something like the White Paper, Training for Jobs appears, turn to us for an informed, non-political response. They should also use us as the collector of information and good practice," said Mr Melling.

He is considering the possibility of setting up a computer-based information service link with the British Library. "The Further Education Unit has the curriculum resource and I would expect us to be an information and management support for our own, the local authorities."

He wants the help of the SEO and the Association of Principals of Colleges in helping to validate the course and conferences at Coombe Lodge and intends to keep a higher public profile for the college and its work than in the past.

Bringing these ideas to fruition will need his considerable energy and intelligence. But he looks first for the job - not surprising as he lists fellwalking as one of his hobbies. Just before Christmas he married Rosemary Lee, a former colleague at the FEU and now an HM Inspector. His first wife died two years ago and his two teenage children are at a Quaker boarding school in Yorkshire.

Mr Melling's first job after Cambridge and National Service (he was a Chinese linguist in the RAF) was assistant lecturer in English and general studies in Newcastle. This he moved to Ipswich College before joining the Inspectorate in 1972.

A growing number of teachers in Northern Ireland are having their classes disrupted by troublemakers. Children have even been known to use the threat of IRA retribution to scare teachers.

Many teachers believe that the social fabric of the city has become badly damaged, and that this has rubbed off on the children. Some blame this directly on Northern Ireland's political unrest. But the majority see this as only a contributory factor.

Mr Seamus McKee, who teaches geography and life skills, and acts as a counsellor for the youngsters at St Patrick's, says teachers now have to work overtime to devise ways of maintaining discipline in school.

"I will end up a burned-out case at this rate," he says. And his desperation is shared by hundreds of other teachers in the Province.

Over the past seven years some 700 teachers have taken early retirement - frequently for health reasons, many of them linked with stress. Each week at least two teachers contact the Belfast office of the National Association of Schoolmasters/Union of Women Teachers seeking early retirement because the job has become too stressful for them.

In one Catholic school in the Bogside district of Derry, all but one of the teachers aged over 50 have quit the profession.

More Northern Irish teachers are becoming burned-out, but the Troubles aren't wholly to blame. Adriana Caudrey reports.

The cauldron lid begins to lift off

The boys at St Patrick's maintained school could be from any inner city area in Britain. Their canvas army surplus bags have the universal slogan "SKINS" scrawled across them. But the walls in the New Lodge district of West Belfast - known as "Provo country" - where many of them live, are daubed with other, sectarian slogans.

Soldiers, some in the kilts and plumed head-dress of the Scottish regiments, patrol their streets, and police stations in that part of the city are fortified with corrugated iron fences, and watched over by searchlights.

The boys have to travel three miles to St Patrick's - a Roman Catholic school, with 700 pupils - set on the edge of the Antrim Hills. Increasingly, the boys are bringing to school problems which stem from their home environment. In common with schoolchildren throughout the Province they have become harder to discipline.

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There is a mass of anecdotal evidence to explain the teachers' despair. Mr Tom McKee, regional organizer of the NAS/UIT, has a dossier of cases in which teachers have been attacked by pupils in class, in school corridors, and even at home.

One master had faeces put in his waste-paper bin and teachers' vehicles are regularly vandalized in school car parks, according to Mr McKee. As a result, he is receiving a flood of calls from teachers seeking motor insurance cover.

The growing crisis prompted Mr McKee to write to Mr Nicholas Scott, the Ulster Education Minister, earlier this month, urging him to set up a working party to investigate the discipline problem and suggest how it could be overcome.

Mr McKee himself has a package of proposals for Mr Scott - all of which have the support of large numbers of teachers. One idea he favours is the setting up of assessment centres, where difficult children could be accommodated for periods during their school career. Currently, there

are 239 such establishments in Britain, but only three in Northern Ireland. At present, disruptive children tend to be shunted from one secondary school to another, and exacerbate the discipline problem, he says.

Because grammar school heads can expel pupils, whereas heads of maintained (Catholic) and controlled (Protestant) schools do not, it is at these schools that such children often remain.

Mr McKee also wants Mr Scott to provide guidelines for schools on how to maintain discipline once the sanction of corporal punishment has gone.

Already, many schools in the Province have abolished corporal punishment, and it is anticipated that if the proposed new legislation giving parents a choice on whether or not to have their children caned comes into



Teaching on the front line: (from l. to r.) Seamus McKee, Agnes Donnelly, and Tim O'Prey.

force, many more schools will ban the practice outright.

Recently, the caning controversy caused Belfast teachers extra worry when political activists distributed leaflets to parents in the Catholic Springfield district of the city, encouraging them to sue teachers who used corporal punishment.

The union will also press Mr Scott not to make further education cuts because it is feared they would hamper teachers' initiatives to promote discipline.

Mr McKee represents 7,500 Ulster teachers and in a system where schools are almost exclusively Catholic or Protestant, the union - the biggest in the Province - provides one forum where teachers of both religions can mix, and are represented in almost equal numbers.

A big grievance among the teachers is that it is left to them to think up ways of maintaining discipline. Some of the St Patrick's staff have already got together to devise alternatives to corporal punishment. They are compiling a full list of the school rules, which Mr Tim O'Prey, a modern languages teacher, explained "won't just be nailed to the wall, but which the pupils will be educated into."

He said: "I am finding the job more stressful now. Maybe it's partly because I no longer use corporal punishment, and its harder to keep control without retribution."

Mr O'Prey said the Troubles did not usually impinge directly on school life, but when they did it became impossible to maintain discipline. "Obviously, if there has been a traumatic event, such as the hunger strikes, the children

become very restive and excitable. Once I was on break duty when 400 of them tried to walk out."

As a less-direct effect of the Troubles, he suspects that children have become more wary of authority figures. "I have had a much greater sense of hostility from the boys when I have tried to break up playground fights recently, and I have wondered whether they have lost some respect for teachers, because they associate them with other authority figures from whom they have become alienated."

Other teachers have suggested that youngsters who have become alienated from other authority figures may place even greater trust in their teachers. Fred Kane, a science teacher at St Peter's maintained school in the Bogside district of Derry, said: "Children register the teachers as being on their side."

But he said that there was "a high level of aggression beneath the surface," which was increasingly likely to be expressed. In his view the sectarian conflict has contributed indirectly to the children's behaviour. Social problems such as unemployment, which is now endemic in many parts of the Province - in some areas of Belfast and Derry it is as high as 60 per cent - are thought to be among the most significant factors affecting children.

Seamus McKee, the St Patrick's school teacher, said that break-up of families was another serious problem.

He said that children's language had deteriorated and that often teachers were subjected to verbal abuse. Many children were hyper-active, and teachers felt they were "keeping the lid on something."

The counselling service at his school helps to forestall outbreaks of aggression. But he warned that if further staff cuts were imposed, this service would have to be reduced, probably at the expense of maintaining discipline.

Recently, he has discovered that some children are glue-sniffing, drinking alcohol, and playing one-arm bandits.

According to Agnes Donnelly, a first-year form teacher responsible for home/school liaison, female teachers are more often the victims of physical and verbal assault by pupils. Such harassment usually arises from personal clashes, or from an incident, such as punishment of the pupil.

Teachers have also told of isolated incidents where Sinn Féin representatives had apparently tried to endear themselves to schoolchildren by taking their side against teachers.

In suburban schools the problems are different. The enormous population shift has created some rootless communities. One third of the inhabitants of Belfast, that is 120,000 people, have left the inner city over the last 10 years, largely to escape the violence.

One Protestant school in suburban West Belfast, takes children whose parents moved from the trouble-torn Shankill Road area.

The headteacher, who asked that his school should not be identified, said there was a high incidence of unemployment and marital break-ups among parents at his school.

He admitted that a large proportion of teachers' time was spent "cracking the lid on the kettle" - that is preventing trouble from rising to the surface.

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Economy to blame for micros delay

The national economic situation is considered as important as the lack of trained engineers and technicians in hampering the spread of micro-electronics in British industry, according to an international survey of companies.

French and German companies share Britain's lack of qualified people - but they see the economic situation as less of a block, and apparently find it easier to get development finance to go microelectronic.

A survey of the use of micro-electronics in industry in the three countries found Britain slightly behind West Germany but ahead of France, in the use of new technology. *Microelectronics in Industry, An International Comparison*, Policy Studies Institute, £10.

Adult concerns

Adult education needs in Mid-Glamorgan cannot be met by the present level of spending, says the county's education chief.

The county's adult education spending has been cut from £371,771 in 1974 to £250,278 this year - a cut in real terms of 28 per cent. This fall coincides with a 200 per cent increase in the cost of providing educational services over the past 10 years.

Mr Ken Hopkins, the county's director of education, said: "Adult education is particularly important in our county because of high unemployment levels."

Move to harness courses for horses

by Mike Durham

Thousands of youngsters who leave school with a burning ambition to work with horses could find their path considerably eased if plans to create a single, unified career structure for the horse "industry" succeed.

Representatives of the highly fragmented horse world are meeting at Saddlers Hall in London on Wednesday, in a bold attempt to overcome some of the deeply entrenched prejudices and rivalries which traditionally beset equestrian education.

As a result, it is hoped to create a well-recognized and reliable system of vocational training and qualifications - and remove some of the hurdles to career advancement in and out of the stables.

An estimated 250,000 people work with, for or on horses and the number has been growing. But at present there is a bewildering variety of courses, qualifications and equestrian governing bodies and associations.

The leading association for recreational riding (as distinct from professional riding) is the British Horse Society, with 140,000 members. It has 18 equestrian associations, 36 breeding societies and 12 equine welfare associations affiliated to it, including such distinctly specialized groups as the Ladies' Side Saddle Association and the Heavy Horse Preservation Society.

The BHS runs a seven-level system of qualification, from Horse Knowledge and Riding Certificate Stage 1 to the highest attainment, a fellowship. The most popular qualification is the

BHS's assistant instructor certificate (BHS A1).

The Association of British Riding Schools has its own six-level training scheme based around the Groom's Diploma. The National Pony Society has three qualifications culminating in the Diploma in Pony Mastership and Breeding.

But in addition, agricultural colleges and technical colleges offer a range of vocational and non-vocational horse courses - some aimed at teenage girls learning to ride, but others at an advanced level such as the three-year National Diploma in Horse Management offered by Warwickshire Agricultural College.

Colonel Nigel Grove-White, BHS director, said: "The horse world is very fragmented. It's been recognized for years that there should be some coordination of training about it."

One of the problems is that an enthusiast working in one branch of the horse world might have to start a career all over again, if he or she wanted to switch horses in mid-stream and embark on a different specialism - such as changing from a riding stable to a top class livery stable.

"Apart from recommendations from previous employers, there is no way of knowing their capabilities. Someone could be in stables for 20 years and have no qualifications," said Colonel Grove-White.

The BHS A1 Certificate has been devalued because it has frequently been pursued by horse riders who have no intention of working in the industry.

ARI 2178



Trotting out... new ideas on equestrian education.

no interest in making a professional career with horses.

On the college front, only four agricultural or technical colleges are expected to offer the National Certificate in the Management of Horses this year, a qualification on a par with the A1 certificate.

Mr Graham Suggitt, principal of the Warwickshire Agricultural College at Mordon, Morrell - a leading equestrian centre - said that horse management was not an industry which deserved recognition.

"In the past, if a youngster wanted to go off into the horse world local authorities would say no. It was different if they wanted to become a beautician or a motor mechanic."

"We discovered the problem was that education administrators had no way of knowing whether someone was a horse enthusiast or not."

wanted to take their assistant instructor's exam for a career reason, he just for pleasure.

"Now we are trying to give equality of opportunity to youngsters who happen to feel in love with horses, rather than with a sheep or a tractor."

On Wednesday the Working Group for Training and Education for Work with Horses - composed of representatives from the BHS, the Association of British Riding Schools, the National Pony Society, the Stable Lads Association, the National Trainers Federation, and the colleges - will try to work out a formula based on "bands" of achievement.

For the present, none of the societies or qualifications will be abolished. The aim is to create five or six levels of comparability between all the different certificates.

ARI 2178

Rope bridges over a chasm

Greater links between Protestant and Roman Catholic schools in Northern Ireland could help to heal some of the rifts in the community, according to a team of academics at the University of Ulster.

They interviewed school governors, principals, teachers, parents, clergymen, and politicians from four parts of the Province, including Belfast, to produce their report, *Schools Together?*, which is a follow-up to their previous survey, *Schools Apart*, published eight years ago.

They report that although there is a "genuinely segregated system", there is no "deliberate isolationism" on the part of principals, and very little among teachers. Often, teachers were willing to forge links with schools across the religious divide, but unclear how to do so.

The team emphasizes that for such overtures to succeed, they need to be masterminded by the Department of Education. Money would be needed for extra teachers and for transport. They also point out that written guidelines,

case studies, and regular news bulletins should be produced to help individual schools.

Social events, such as discos, concerts, and trips, are recommended. There are already sporting links between the schools, but these can be hampered by the fact that Protestant and Catholic children are often taught different sports.

Curricular exchanges are almost in-

variably restricted to secular subjects, although two Catholic teachers recalled that a Protestant boy had come to their school once to study religion "for some weird reason or another".

Parents tended to support the concept of increased contact between the schools, but some had to be convinced that there was no sinister political motive for this.

Some Catholic teachers warned that the parish priests may not support such ventures for fear that Catholic education could be at risk and a Loyalist politician thought there would be opposition to such schemes.

The report points out, however, that there are already a handful of voluntary initiatives aimed at bringing together Protestant and Catholic children. These, which include the Corrymeela project, should be encouraged, it suggests.

The report, price £2, can be obtained from Seamus Dunn, at the Faculty of Education, The University of Ulster at Coleraine, Coleraine, Northern Ireland, BT52 1SA.



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(10/85)

Conference fuels growing concern about narrow vocational education in Britain

Germans raise doubts about their system

The urgent debate over the role of vocational education in Britain's schools is likely to intensify sharply following a high-powered conference at the weekend involving some of the most influential figures in British education and training and their West German counterparts.

The discussions have crystallized fears that there is a danger that the British educational system will be damaged instead of reformed.

The background to the conference, organized by the Anglo-German Foundation, is a succession of British studies praising the German system of training and vocational education which has led to demands that Britain should copy it. Some studies have also pointed to the superior academic performance of German schools.

But the German team at the conference, certainly the educationists present, spoke of an uphill struggle

against the divisiveness of their system, which they said provides excellent vocational education for the majority but cuts them off from the academic few and labels them from the start as second best.

They also confessed to worries about the narrowness of the curricula for both groups, and voiced fears that neither is being prepared for a changing world.

The conference was told, too, that rising unemployment among school-leavers is leading to an intensifying race between pupils to improve their qualifications, resulting in increasing concentration on narrow studies and growing stress all round.

Meanwhile, say the Germans, they are still trying to find ways of coping with the system's failures, the lowest ability group - often the children of foreign workers - who leave school without qualifications, alienated from society, and with a lack of motivation to undertake training.

And they disclosed that, although they are always being held out as a model by the British system's critics, teachers in Germany are blamed just as much for society's ills.

Senator Hanna-Radtke Laurien, the city education minister for Berlin, said she had to come all the way to Britain to hear a good word for German education.

German schools were accused of declining standards in reading and writing and of worsening discipline, despite evidence to the contrary.

It was left to the British - apologizing repeatedly for the inadequacies of vocational education, of practical instruction and the vastly inferior training provision in this country - to put forward the radical approach which seeks to meet the emerging needs of Europe.

It amounts to a new style of learning for all pupils, and adults too, mixing liberal education with practical and vocational work, using open learning, and taking education out of the classroom into the community, making use of a variety of people and resources in addition to teachers.

The approach was set out by an influential triumvirate - Mrs Shirley Williams, the former Labour Education Secretary who is now president of the SDP, Mr John Cassels, director-general of the National Economic Development Office, and Dr George Tooley, former Sheffield Polytechnic director, who set up the Open Tech and is now head of quality control for the Youth Training Scheme.

At the heart of Mrs Williams's speech was a call for sweeping egalitarian reforms which bear a striking similarity to the proposals just forwarded by her former colleagues in Labour's Socialist Educational Association. She wants:

- A core curriculum including vocational studies for all pupils;
 - A broad education up to 16 for everyone; and
 - Replacement of the written 16-plus by a mixture of tests and assessments.
- A broad education means delaying specialization at least until the end of compulsory schooling, though options may be added to the core curriculum, she said.

The Technical and Vocational Education Initiative, which most local authorities were offering only to the less academic children, should include all pupils, who should have to demonstrate proficiency in that field.

Mrs Williams saw these as steps towards a major transformation of the education system which will be made necessary by new technology, the weakening of national barriers, and uncertainty as to the forms that work will take.

"The first and obvious thing about education in an information society is that it has to break out of the formal bonds of time and space," she told the conference. Education had to become a lifetime experience and, through the



Shirley Williams

portable micro, would become available anywhere, rather than being dispensed in schools and colleges.

Throughout the twentieth century education had been designed by those who worked in it, not greatly influenced by the consumers. New demands were being made by consumers outside the traditional market, by adults who wanted to study in their own time and sometimes at home.

Microcomputers changed the demand for adult education, hitherto the system's Cinderella, into a market for educational software as important as that for educational books "which will readily compete with the provision made by formal education".

Responding to the needs of the new technologies - and addressing the issues they raised for society - would entail fundamental organizational changes.

"Such changes will be difficult to make, and some existing institutions will resist them. If they are not made, education as a public service will be bypassed by packaged instruction commercially sold to private consumers."

Setting out her vision of the eventual education system for an information society Mrs Williams said that pupils would pursue a broad curriculum including the humanities, science, and technology based on vocational studies, with encouragement of the use of computers in all studies, up to 16, at which age there would be a profile of achievement - social as well as educational - derived from continuous assessment and school-based exams.

Those staying on would, ideally, attend a tertiary college, and a public exam at 18 would recognize advanced achievements in either academic or vocational studies or both.

All pupils would undertake work experience and community service. Others would leave school to enter a two-year youth training scheme offering various patterns of work and study and their courses would be recognized credits for more advanced studies.

Mr Cassels said there was little future in education or training which was no more than "the narrowly conceived inculcation of certain skills into a factor of production". The schools must avoid narrow specialization.

Sir Keith launches distance learning package

by Diane Spencer

A new distance learning package to help further education lectures cope with students with moderate learning difficulties has been launched by Sir Keith Joseph.

He told a conference in London last week that he hoped that the resource pack, *From coping to confidence*, would have "benign repercussions" through out the education world. Although it was intended primarily for staff development in the teaching of the learning young people, the materials would have a wider relevance.

People with similar difficulties were to be found on low achievement programmes and the MSC's youth training schemes, in adult literacy centres and training centres or even in occupational therapy units in hospitals, he said.

The package offered a distillation of ideas of practising professionals in a less glamorous area of work in colleges explained Sir Keith, announcing that the Government was providing £10,000 to help disseminate and evaluate these of the materials.

The project was funded by the DfES with a £100,000 grant to the Further Education Unit and the Nuffield Foundation for Educational Research.

Describing the pack as an infusing down the road of a wider in-service training programme, Sir Keith said it was a new departure for the DfES. Relatively few college lecturers had experience of coping with students with special needs and many might be apprehensive of trying to do so.

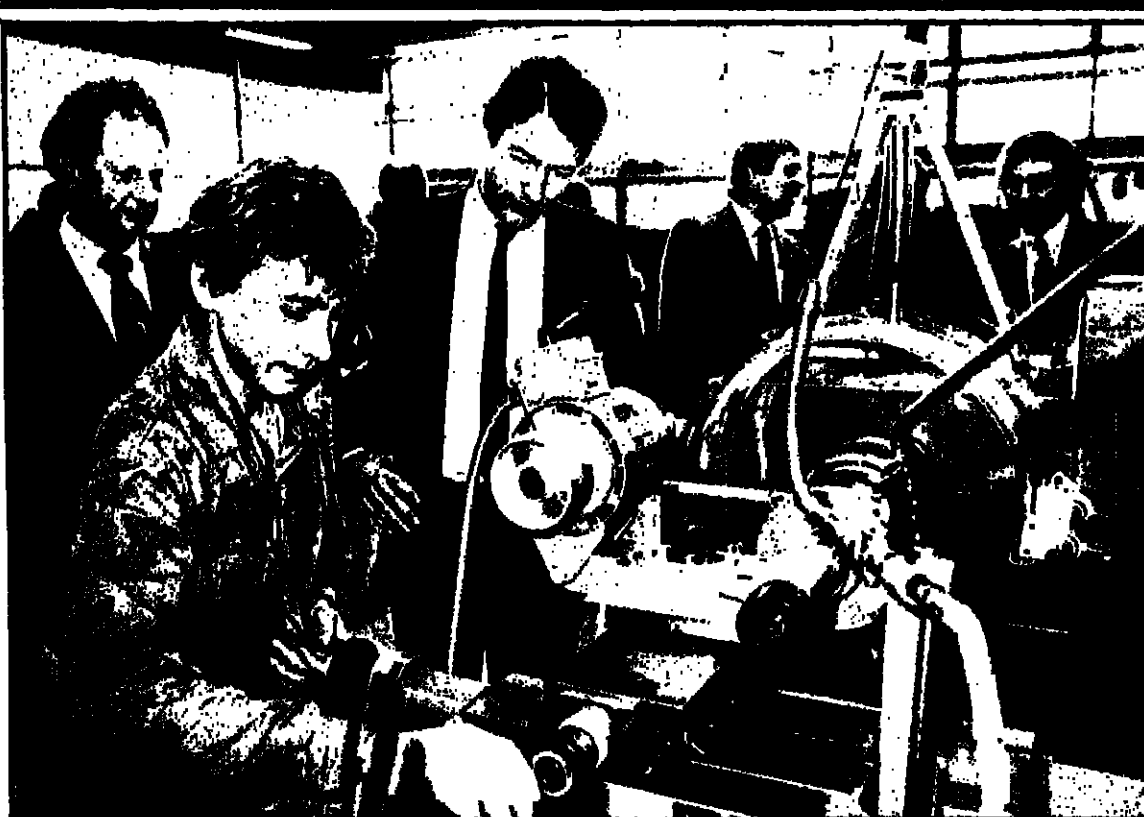
The demand for places at FE colleges by handicapped young people was growing rapidly. "I am certain they are right. It is no reflection on special schools to emphasize the appropriateness of further education for these young adults. The ethos of FE is a transition to independence is ideal."

"It is a microcosm of the wider society in which these young people can, with sensitive teaching, develop confidence and maturity."

The resource pack consists of seven modules devoted to a different aspect of staff development, a report on computer software available for slow learners and a three-hour video. It costs £20 including VAT, package and postage from Editorial Services, NFER, The Mero, Upton Park, Slough, Berks.

An industrial education lesson for UK?

Stuart Maclure recently visited West Germany and reports on the country's training and vocational preparation system often held as the model Britain should adopt



Most secondary leavers aim for apprenticeship - the "dual" system of education and training

The secondary modern school-leavers aim for apprenticeship - the so-called dual system of education and training running for two or three years from 15 or 16: three or four days in work-based training, one or two days at a day continuation school for theoretical studies.

There are many refinements and variations to this which produce specialist institutions to bridge the gaps between one track and another, and in some of the German states there are comprehensive schools which try to co-exist with grammar schools.

Though not without its critics (see opposite page), this highly organized selective system - based on guided parental choice - has proved remarkably durable in a period where elsewhere in northern Europe the comprehensive idea has gained rapid ground, for two reasons. First, because of the unchecked expansion of the grammar schools and a steadily rising proportion of the age-range admitted to higher education. Second, because of the dual system of continuing education and apprenticeship, which has been erected on top of the basic system of schooling.

It is impressed upon the foreign visitor that this is what it claims to be, a dual system of education and training. It is not employment. There is hardly any ordinary employment for boys and girls in this age-group. Apprenticeship is a recognized status, remunerated with a well-understood, deliberately modest, training allowance.

The rules are laid down by law and regulated by local chambers of commerce which are legally-constituted bodies. Only an employer who is a member of his local chamber of commerce is allowed to enter into an apprenticeship contract with a trainee. The chamber's training staff will inspect and supervise the training which is provided, and it will be the chamber's representatives which make the final assessment of whether the apprentice has passed, failed or repeats a year.

This bureaucracy is well established and accepted as part of the institutional furniture. The trade unions are involved at every point - the West German union structure is much simpler and more rational than Britain's - and the training of apprentices is a matter of interest to worker-directors on the boards of companies under the "co-determination" laws.

This union participation extends to the process of definition and rule-making which lays down at the Federal level the training requirements for the 430 or so different apprenticeships. (There was much self-congratulation at the Federal research institutes for vocational education in Berlin on the



successful conclusion of 10 years work which had managed to cut 42 metal working apprenticeships down to 6).

A map of employment

These defined tasks and training requirements represent a map of employment; there must be a danger that it will become out of date. Because of union flexibility there is less danger of demarcation disputes, but given the weight attached to being qualified, it must be difficult to maintain the credibility of training large numbers of apprentices for, say, steel-making trades, when everybody knows these skills are not going to be required again on the scale once needed. If you ask about this, your German guide shrugs a polite shoulder and explains that any training is a better basis for re-training than none.

The fact is, they really do see the "dual system" as a form of education and training for adult working life, not just for the performance of some industrial task. Few of those apprentice bakers will ever earn their living baking bread, but they have continued with their education in day continuation schools till 17 or 18; they have been trained in the disciplines of work, time-keeping, and perseverance in tasks which are not immediately exciting. They have acquired an honourable and recognized skill and learnt its

duced the objective demand for many skills.

They have done this out of a sense of obligation, under the most direct exhortation of the Federal Chancellor, and because all their employees recognize this as a priority which affects their own sons and daughters. Moreover, they have paid for the bulk of it themselves. There is no comparable funding to that provided by the MSC to employers and to colleges of further education. The German employers pay for apprentices as a normal cost of running their businesses; and the Federal states pay for the day continuation schools as part of the normal cost of running an education service. It costs the employers £5 billion a year and the education authorities more than £1 billion.

On the education side, the German secondary modern school has introduced within the curriculum a subject known as "work-study" which covers careers, vocational preparation and some of the background to employment which is intended to pave the way for apprenticeship. Whether it achieves anything very much is an open question. It obviously amused officials in the Federal Education Ministry to read the private comments of an English FMI sent out to report on German experiences for Sir Keith Joseph whose dismissive conclusion that nothing much was being taught or learned may well have coincided with the view of some more traditional German critics.

The major differences

The big differences between British and West Germany, however, are in regard to employment and training, not education. After all, Britain has twice tried to introduce a "dual system" on German lines. Both the 1918 and 1944 Education Acts included sections which would have provided a network of day-release education on the scale of the German *berufsschulen* and with very similar aims. The reason why these sections of both acts became dead letters is that the employers and the trade unions failed to provide their half of the dual system, and the Government failed to provide a legal framework which forced them to do so.

Underlying this failure has been the foolish "realism" of politicians and employers in equating training simply with the supply of immediately required skills, instead of in the old-fashioned apprenticeship sense of "formation" - the kind of combined education and training of the whole person which is still deeply rooted in the German notion of apprenticeship. In patching up, hastily, a two-year initial training scheme, Lord Young and his former colleagues in the MSC will be searching for a new way to win industrial and commercial support and commitment - not only commitment at the level of policy, but with money on the German scale as well.

It will still be necessary to combine the general with the specific and to offer young people training which is specifically related to particular jobs, even if eventually the trainee has to find employment elsewhere. A visit to Germany may offer some pointers to the British in their primitive attempts to put their house in order. But unfortunately it shows more clearly the magnitude of the task than how to achieve it.

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Independent sector saves state £310m - Hailsham

Private education saves the state £310 million a year, Lord Hailsham, the Lord Chancellor, said this week. But the contribution of the fee-paying sector went beyond money, academic standards and educational values. There was a real value in independence itself, and in choice, he added.

Lord Hailsham, speaking in London at the centenary dinner of Roedean School, said he was a "passionate defender" of the independent sector of education.

He had never understood those who attacked the independent sector.

"It is because the independent sector is so very much better than the provided system, and therefore worth giving your children an advantage? If so, the answer would appear to be to improve the public sector so that the advantages would disappear."



Lord Hailsham

The independent sector saved the state a lot of money each year. Every place in a state secondary costs nearly £1,000 a year and with 310,000 independent places, it meant savings for the Treasury and local councils of £310 million a year.



Mr. Giles Radice

Mr. Giles Radice, Labour's education spokesman, described as "meaningless" Lord Hailsham's claim that the independent sector was saving the state millions of pounds.

1981 Act nothing but a sham

Sir - As a head of department at a large high school, I feel I must respond to your report of the British Psychological Society's conference on educational integration (TES, January 18).

In my department we teach the whole of the school's ability range, including pupils with reading-ages up to four years behind their chronological age. However, as my training, and that of my colleagues, ignored the existence of such pupils, we have had to develop our own strategies (successfully, but only by trial and error) to provide them with meaningful courses.

Integration of pupils with severe learning difficulties would present us with problems I'm not sure we could handle. Specially-trained teachers could, of course, but where are they, and where is the money to pay them?

As a governor of the same school, I am even more concerned about the integration of physically handicapped pupils. My school is in two distinct (though joined) halves, with various external classrooms. All the external rooms are reached by one or more steps.

In the old building, only seven classrooms are accessible without using the stairs to the first and second floors. In the new building, only the craft, art and home-economics facilities are on the ground floor. All laboratories, typing and computer rooms, and many other specialist teaching areas, are inaccessible in a wheelchair.

In our third year at present we have two pupils who have been periodically confined to a wheelchair, depending on the severity of their symptoms. Seeing them and their wheelchairs being carried up and down stairs by staff or sixth-formers, and often doing my share of the carrying, has made quite clear to me the impossibility of any large-scale integration here, merely on safety grounds.

Why should teachers, to quote Professor Mittler, take the education of disabled children seriously, in ordinary schools, when those who could make it possible, those who control the money, so obviously don't. The 1981 Act was a sham, useful only as an

excuse for closing special schools and cutting down on provision for handicapped pupils, and it will remain a sham until its financial consequences are realized and acted upon.

D W CARTER
Mortley High School
Leeds

Unattainable goal

Sir - Does Professor Mittler (TES, January 18) imagine that his unattainable goal of even one specialist teacher per school would satisfy the varied needs of the severely disadvantaged? Is there a single teacher in this country equally trained and experienced in solving all the constant practical problems faced by teachers of the blind, the deaf, the disabled, the very low attainers, and the maladjusted?

If teachers "push for segregation" this is indeed inevitable when there is not enough money for the basic education of the uncomplex. Perhaps

teachers, unlike professors, have to live the 1981 Education Act, which is the "conditions are..." that education the child in an ordinary school compatible with... the provision of efficient education for the child with whom he will be educated? (It is because their behaviour is not compatible with this that special schools for the maladjusted exist). This is too often forgotten.

Integrated special provision needs a lot more staff and a lot more resources. At a time when educational spending is proportionately decreasing, the only "positive discrimination" is severely disadvantaged are likely to get is in special schools and colleges, and the wise teachers, parents and local authorities know this.

LANCE MARSHALL
Principal
Royal National College
for the Blind
College Road
Hereford

NUT sights should aim at support - not salaries

Sir - I have every sympathy with the teaching profession when they allege "unprecedented growth in stress in the classroom" (TES, January 18). However, I find the NUT's attitude confused and the precise objectives of their present campaign unclear.

My own 19 years of teaching experience confirmed what the NUT survey has found. I left the profession 18 months ago because I found the 60-hour week of unduly stressful work increasingly intolerable. I also felt that my efforts were unappreciated and undervalued by my employers, Cambridgeshire County Council.

I miss teaching very much but I have been fortunate in gaining employment in a scientific institution with a modest increase in salary and a huge lifting of stress. In my present job I am made to feel that my work is important and

useful and extra efforts are always acknowledged. It is very different from the time I spent in the classroom.

If I were ever to be enticed back into teaching I should need assurances of adequate levels of ancillary support, clerical and secretarial help, a clean environment with buildings which are maintained and regular i.e.a. funded in-service training with cover for my classes while I participated. Course development and any work undertaken as a result of local or national government initiatives should be recognized as being extra to the normal workload and relief from teaching duties allocated accordingly. A higher salary would be very welcome too but I would give a higher priority to a more stress-free environment.

Will higher salaries alone mean fewer nervous breakdowns? I doubt it.

The NUT's message is in danger of being lost if they campaign on too many fronts at the same time.

In my view, we need more teachers, more ancillary staff, better conditions and more government-led recognition of the wonderful job that teachers do and the difficulty of their task. Teachers need support from the community, from governors, from parents, from i.e.a.s and from central government if our vital education service is to be rescued. This also means the abolition of local government spending targets, rate-capping and other financial constraints which are slowly and surely strangling the education service.

ANNE CAMPBELL
20 St Barnabas Road
Cambridge

Who pays?

Sir - After realizing the effects of a huge reduction in Government spending on education, I was disgusted to learn that the Education Secretary, Sir Keith Joseph, had announced £5.5 million cuts for 1985.

Education cuts are being made far too frequently nowadays, and they undoubtedly create further difficulties for both staff and pupils.

I am in the sixth form at Southland School, New Romney, and have had to purchase my own textbooks for English literature, costing more than £25. This is common - senior students must buy one third of their books.

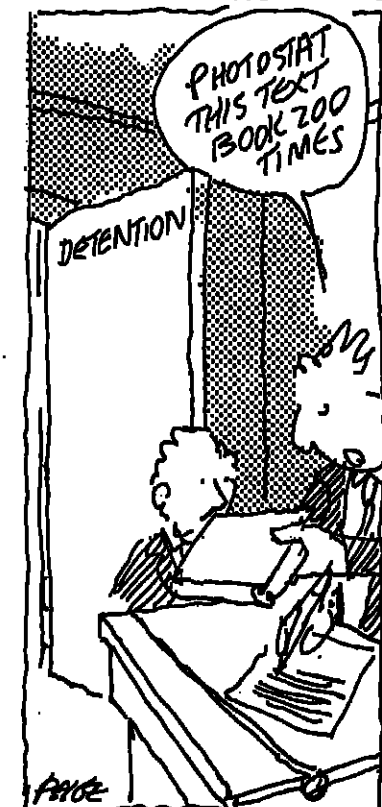
Sadly, parents of a few pupils simply cannot afford these prices. To place extra pressure on such parents, the budget for school books has just been reduced by a further £89,400.

To make matters worse, the Treasury is considering whether to put VAT on all books, including those used for education purposes, which would result in even fewer textbooks.

Another example of education cuts is that the majority of telephones in the school have been taken out as a result of economic measures. Heads of year and departments no longer have telephones in their offices, which makes the job of the teachers concerned much harder, while surely there should be a phone in the science laboratory in case of an accident.

In addition, £2,650,700 will be knocked off Government spending on the maintenance of schools and places of further education this year. Only recently, a local headmaster claimed that classrooms in his school had been unheated for 20 years.

Sir Keith has also warned that another 6,000 teachers' jobs will be lost this year, resulting in bigger teaching classes, which are a disadvantage to both teachers and pupils. And the number of places available



at universities, polytechnics and other courses of further education are steadily being reduced each year. This puts more pressure on A level pupils - time are hard for these students.

I believe that pupils must be protected, because they are the future of this country. Where will it all stop?

PETER LINDSEY
28 The Green
Lydd
Romney Marsh
Kent

No joy

Sir - Biddy Passmore pointed out in her article on the new Education (Corporal Punishment) Bill (TES, January 18), that the Bill "removes the legal protection teachers have enjoyed as a result of being in loco parentis". "Enjoyed" is hardly the right word, for taking a parent's place has placed considerable responsibility on the teacher's shoulders. But if it is to be done away with, I suggest that this change of status is far more significant than any other of the Bill's provisions. It calls into question the administration of discipline, the preservation of school property, even the idea of compulsory education.

When teachers cease to be in loco parentis, it will be important for their new status to be clearly defined and widely publicized, so that they themselves, administrators, parents and children, all know where the teachers stand, what they may and may not do, what they are expected to do, and how they are to do it.

JAMES D HOLWAY
99 Upper Selsdon Road
Sandhurst
South Croydon
Surrey

Madrid meeting

Sir - As president of the International Federation for School Correspondence and Exchange (FIOCES) I was delighted to hear of your new service, "School to School", that puts overseas teachers in touch with British schools and colleges for correspondence and exchange purposes.

This makes a very good start to International Year of Youth, and your readers might care to note that FIOCES has named March 12 as International Correspondence Day. FIOCES member associations and ministries of education and youth in 35



countries are participating in the project and I hope all British schools and colleges with international partners will contact them on that day.

The FIOCES biennial congress will be held in Madrid from April 13 to 17. Generous subsidies from the Spanish Government and Iberia Airlines will allow British teachers to take part comparatively cheaply. In addition, a subsidized youth meeting will run alongside the congress, and nominations are welcome. There will also be an international youth language camp in Majorca in July, details of which are now available from the following address.

JAMES PLATT
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Work experience: not a must for everyone.

CEE needed

Sir - I welcome the news that GCE Boards are to endorse the Certificate of Extended Education (TES, January 18) in the hope that this will add fuel to the fire which will burn the myth that all non-A level sixth-formers need work experience.

Far from making the post-16 educational map untidy as the Department of Education and Science seems to think, it is a decision which recognizes the manifold demands of the "new" sixth and the worth of existing CEE courses (at Modes 1 and 3) which have gone a long way towards meeting them.

Furthermore, and to my mind, as a historian, more important, it will enable academic departments in many schools to maintain direct teaching contact with sixth-form students through their own courses, rather than making a minor, obligatory contribution to a pre-vocational package.

M C HOLYOAK
Head of sixth form
Whitesmore School
Chelmsley Wood
Birmingham

Initial confusion

Sir - I would like to thank Susanah Kirkman for the article on pre-vocational courses (TES, January 11).

The full explanations of the numerous abbreviations - CPVE, TVEI, CGLI, BTEC, to name a few - are explicit and useful as we are constantly bombarded by a multitude of educational abbreviations which we read in context without any elucidation of their meaning.

JACKIE REID
7 Ravenscroft Avenue
Wembley
Middlesex

Truth is less fun

Sir - Your Diary item about insurance companies advertising in *The Teacher* for staff ("Escape route on offer", January 18) would have been less fun though more truthful had you explained all the facts.

Here are a few you omitted:
1 National Mutual Life specifically asked applicants to write to them. When our advertisement department last spoke to the company, they reported receiving 21 written applications up to December 13, the latest date for which figures were available. The single telephone call you refer to was a bonus.

2 Allied Hambro in their advert listed seven branch telephone numbers. If the other six regional offices received as many inquiries as Mr De Cort in the London office, that makes a total of 56.

Could it be that your reporter was under orders to be a little snide about a competitor, even if this meant "misquoting" the facts slightly? Or is it simply that the pressures of producing a paper against the clock mean you have to be satisfied with November's (misreported) news in mid-January?

PETER SINGER
Managing editor
The Teacher
Hamilton House
Hastings Street
London WC1

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Animal guidelines

Sir - I was pleased to see a mention of the new RSPCA guidelines on animals in schools (TES, January 18).

On a point of accuracy I should mention that the forthcoming legislation designed to update the 1876 Cruelty to Animals Act is likely to bring such procedures as the plucking of frogs into the scope of the Act. However, the status of invertebrates is unlikely to be affected.

The implantation of electrodes into a live locust to demonstrate *The Nature of the Nerve Impulse* is shown on a Granada programme of the same name. The RSPCA, incidentally, receives complaints about the programme every time it is screened.

No examination board requires that candidates observe this procedure and it is an example of a use of animals that is questionable, irrespective of legality.

On a more positive note, bulk orders for the new RSPCA guidelines are flooding in from local education authorities. It is in all our interests to ensure that the best possible standards of husbandry are provided where animals are used for educational purposes, and I would like to give official



thanks to the many advisers who helped us to compile the guidelines.

CINDY MILBURN
Headquarters education officer
RSPCA
Horsham
West Sussex

DHSS anomaly

Sir - In conjunction with the National Council for One Parent Families, and the organization quoted in "YTS denied to single parents" (TES, January 11), Project Fulfillment, CPAG was involved in producing a report on the issue of single parents denied access to Manpower Services Training because they are unable to obtain assistance with child care costs. Fulfillment had practical experience of the problem and turned to ourselves and One Parent Families for advice.

While we are glad that you have drawn attention to the problem, we are concerned that an accurate description of it should be made public. Your report states that the problem lies in the DHSS treating an MSC allowance "as if it were a wage". In fact, the reverse is true. If the allowances were treated as earnings, the problem would not arise, as the amount spent by working parents on childcare is deducted from the income DHSS take into account when applying the means

test to calculate benefit due.

MSC trainees, on the other hand, have the *whole* of their allowance, including the amount actually spent on childcare taken into account. They thus have to dig into benefits intended for their subsistence to pay what are really "work" expenses.

The campaign launched by CPAG, One Parent Families and Fulfillment is in fact aimed at securing parity of treatment for parents in training and in work - initially by asking DHSS to "front allowances" as wages, and, in the long run, by the MSC introducing supplements to their allowances to cover childminding fees.

I hope that this explains an admittedly baffling area of social security provision - we would not wish your readers to think that the battle was won before it has begun.

RUTH LISTER
Director
Child Poverty Action Group
1 Macklin Street
London WC2

Shaky table

Sir - We refer to Biddy Passmore's article (TES, January 18) in which she replicated the league table of university graduate unemployment published by Michael Dixon in the *Financial Times* on January 17. This table was constructed by comparing the actual unemployment rates of graduates in each university with the unemployment rate expected on the basis of each university's subject and sex.

Unfortunately, Miss Passmore failed to point out the severe limitation of this table. To quote Michael Dixon: "I owe the data to Lancaster University's Professor Jim Taylor and Mr Geraint Jones who supplied it even though they are convinced it is unsuitable for compilation of a league table."

least because the information on which the table's figures are based is un-audited and otherwise liable to discrepancies from one university to another.

As we said in our TES article on September 16, 1983, it would be "far more fruitful to investigate the reasons for differences in the graduate unemployment rate between subjects than difference between universities." Our more recent research (some of which is available on request) confirms our view that university league tables of graduate unemployment are totally worthless.

JIM TAYLOR AND GERAINTE JONES
Department of Economics
University of Lancaster

Dictatorial report

Sir - We, the members of the Literacy Committee at the North Hertfordshire Teachers' Centre, are disappointed at the way in which the HMI document *English from 5 to 16* was disseminated to the teaching profession, via the media and peripheral services of schools. This has led to the misreading and distortion of the document by the public at large, which has coloured the initial reception of it in staffrooms.

Also the tone is unfortunately at times appears dictatorial and didactic. This has added to the pressure teachers feel rather than provided much-needed and expected support.

We are disturbed that the objectives stated in the document should be achieved by a certain age regardless of the child's ability and experience. We have heard from teachers particularly interested in children with special needs and those from ethnic minorities who expressed concern that the document will highlight the difficulties of these children as well as being divisive.

This is contrary to the spirit of the Warnock Report and the 1981 Education Act. The enjoyment of literature is essential. Without it, there will be less progress even to the formal proficiency level alone the development of the whole person.

We are in sympathy with the aims and principles of the document but cannot endorse the objectives set out in this form. As a Literacy Planning Group, we are committed to the furtherance of all aspects of literacy and trust that as a result of the consultation with practising teachers this document will be substantially revised.

CAROLA J GARVIE
On behalf of the North Herts Teachers' Centre Literacy Planning Group

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Parents needed

WILMA RAWSON

I am a member of the National Union of Teachers and agree with the policy quoted by Sarah Bayliss ("Cutting parents, curricula" *The TES*, January 11) that parents should not be used to offset deficiencies in staffing. However, I am also a realist. Withdrawing the support of parents and helpers in the classroom could only hurt the most vulnerable children with special educational needs. For it is precisely these children who benefit most, directly and indirectly, from this type of help.

The Cowley area of Oxford where I work as a special needs advisory teacher must be typical of many cities. About 10 per cent of the 1,800 children in its first and middle schools have various types of special needs. There is a high proportion of ESL families and many children with social and emotional problems. Section 11 teachers help the non-English-speaking child and administrators do what they can to help schools with the most serious needs but staff in most schools are hard pressed.

Some schools can choose to have bigger classes to leave some teaching hours solely for special needs children. Smaller schools with teaching heads are denied even this flexibility. Faced with classes of more than 30 five to six-year-olds by the summer term - often shared between two teachers - individual help for the children who need it is quite impossible without support from the community.

With ancillary hours under threat in the county, schools need their parents and helpers more than ever. I can hope to see regularly only a tiny proportion of children who need help and am increasingly aware of the futility of what can be done in 10 minutes a week.

Of course, whenever possible, the help of children's own parents is recruited. Home visits to advise families and leave materials have proven

effective for many children. Not all parents, however, can manage sustained help - for varying reasons. This means relying on parents and helpers in the classroom.

Luckily, this has been increasing steadily, not to offset staffing deficiencies, but because of a philosophy that schools play a greater part in the community and vice versa. I am delighted to find parents in almost every first school I go into, not just to cover books or help children to bake cakes but to hear children read or to tell stories - a much wider range of activities altogether.

And not just parents. The other week I found a boy from one of Oxford's independent schools kneeling on the floor of the nursery class, chatting about the model he was making with one of the more withdrawn children. Asian girls from an upper school are helping to discuss stories with non-English-speaking children in some of the first schools, building those conceptual bridges Gordon Wells (*The TES*, December 16) felt so essential.

Oxfordshire is currently reorganizing its special needs provision producing attractive and imaginative classroom materials. But their effective use is often dependent on the supervision of a parent, volunteer or older child. For even peer tutors have a part to play. Improver readers are making tapes for younger children, fluent volunteers run reading clubs at lunch breaks. Of course it is wrong that a teaching head should have to sacrifice some secretarial hours to provide regular help for children, but not wrong, surely, that a disabled grandmother should be brought in a wheelchair to help children with comprehension problems.

My fear is that the teaching unions, with the best intentions, may hurt those they hope to help. No one wishes to deskill teachers or hand over schools to parent power. Parents (and other helpers) in partnership should be the aim. Only with the help of such a partnership can the needs of many of the children in our schools be adequately met.

Wilma Rawson is a special needs advisory teacher in Oxford.

Improving expectations

STEPHANIE LORENZ

Martin Woodhead (*The TES*, January 11) in comparing the findings of Tizard and Hughes with those of Weikart and his colleagues in Michigan, suggests that American preschool programmes succeed where ours fail, because of the nature of their curriculum and their high staffing ratio.

While he mentions briefly that factors other than intellectual development, such as motivation and self-esteem, may be affected by preschool and that these may be of greater relevance, he implies that these, too, have been fostered in Headstart children through teacher-child interactions.

If one reads the American work, however, what emerges is that the success of Headstart in reducing the incidence of school failure, unemployment and delinquency, lies not in the curriculum at all, but in the influence

of programmes on the expectations of children, parents and mainstream teachers. The most effective preschool programmes are evidently those where regular home visiting is used to back up teaching.

By helping parents to understand the aims of education and to work more constructively with their children at home, their skills are increased, their self-esteem enhanced, their aspirations raised and their ability to interact positively with professionals fostered.

That parents are already skilled in interacting with their children as highlighted by Tizard and her co-workers, is well established. However, as the success of the Portage scheme and numerous initiatives in paired reading and parental involvement have shown, these skills need to be developed and parental confidence increased if the ability of parents to educate their own children is to be used to full advantage.

Self-assured and well-motivated parents create a more favourable impression than do their less competent peers. They also tend to produce better motivated children who are less likely to be considered "at risk" of educational failure. As research has shown, school success has as much to do with teacher expectations as with

child performance. Thus it is unexpected that children from the start homes are less prone to lag.

Since success breeds success, the children continue to respond positively to school experiences and are forced for so doing, further enhancing their self-esteem and aspirations for the future. Not surprisingly, therefore, they are more likely to gain employment and become socially acceptable citizens.

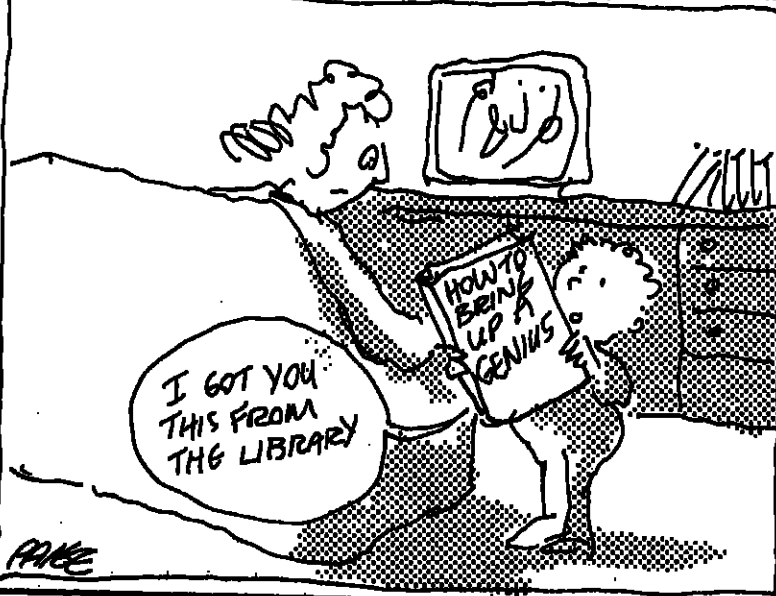
As Martin Woodhead has pointed out, the specific intellectual gains achieved by Headstart programmes are notoriously short lived. Little evidence exists to support the view that children taught by such intensive approaches are any better than those lacking similar preschool experiences. In fact, control group children frequently make more progress during their first school year than those transferring from Headstart programmes. The child variables which are of far greater importance are those relating to attitude and behaviour. The ability to sit still, pay attention and follow instructions is essential if the child is to gain full benefit from schooling.

Such skills also exert a positive influence on teacher expectations. In these are already fostered in early "play based" nurseries. Equally valuable in the British infant school are social skills of sharing, taking turns and cooperation which may be overlaid in a skill based curriculum.

The lesson to be learned from American experience and from Tizard study is not that our nursery should be subjected to radical curriculum changes or, conversely, that school children are better off staying at home.

What is required, however, is a thorough reappraisal of the parents in preschool education by a determined effort on the part of administrators, advisers and staff alike to ensure that the school children are better off staying at home.

Stephanie Lorenz is a local authority educational psychologist specialising in pre-school children.



Weak on spirit

DAVID GEORGE

I was delighted to read your editorial and Enoch Powell's paper in *The TES* (January 4) and congratulate you on this major contribution to current educational thinking.

From whatever point of view one contemplates the educational scene one sees at once a marked division: between the development of the mind and of the spirit. Under Government policy, at the present time, you hear a great deal about things that are quantifiable and the emphasis is on quality, cost effectiveness and efficiency.

Now as soon as one mentions the spirit, people tend to withdraw and go shy because they do not really know what it is and because it cannot be quantified.

As I see it, my mind has to deal with my ability, cause and effect, to follow a

logical argument, to reason, to calculate, to memorize facts, to infer and deduce, and it is these attributes of man more than others which have enabled us to make Concord but also the nuclear bomb.

But my spirit is different; it has to do with my fears and joys, my enthusiasms and antipathies and my loves and hates. It is this side of my nature which more than my mind, I think, decides when I shall release the Bomb and when I should kill with it. It accounts for the emotional mess in Northern Ireland as well as the compassion of Oxford and the fear that the miners have, not merely of losing their jobs but of being of no account in our society, and it accounts for the driving force of men like Gandhi, Schweitzer and the whole army of creative people.

In the school and the classroom, the difference between mind and spirit shows itself in simpler ways which are within our grasp. There is, for example, a difference between the mechanical process of reading and the enjoyment of what is read; between the mechanics of musical notation and sensitive playing and singing; between writing on a prescribed topic from

notes on the blackboard and telling someone in your own personal written words of something that has excited you; between lessons on perspective and giving a child the urge to draw or paint what he sees in his way; between the child whose interest is aroused by how his grandfather lived when they were young or by the origins of the local railway or canal or factory, and the child who is made to do the Tudors or the Stuarts in the hope one day arriving at Elizabeth II; the difference between the teacher who tries to find out why the child is ill-behaved and remove the cause, and the teacher who obtains a purely superficial result by sarcastically threatening a child; between a teacher whose subject matter is adjusted to his own ability and the child's needs and the teacher who merely follows the syllabus; between the teacher who ranks and grades children solely on their achievements and the one that makes allowances for handicaps and judges efforts; between the head of a school who sees the timetable and the one who, by the use of recognition, expectation and en-

couragement, draws the best out of both colleagues and pupils.

These differences are, of course, very largely the difference between the Old and New Testaments of the Christian religion. The Old Testament relies on the law, on an eye for an eye, on the use of the rod, and in the belief that if a child is trained up in the way that he should go, when he is old he will not depart from that way.

The New Testament message is less concerned with the mind and the law. It proclaims that love is the fulfilling of the law, knowledge is puffed up, that charity is edifying.

Now the interesting distinction between the Old and New Testament attitudes in education is that one can more often than not measure the things of the mind, the things governed by law and regulations such as spelling, punctuation and calculations and facts of history and geography, science, technical proficiency, the accuracy of the timetable and possibly even the degree of submission achieved by the cane.

But you cannot measure the level of poetry, the sensitivity to music or art,

the zest or initiative with which the peculiarities of nature are investigated, the extent to which encouragement and expectation and just treatment breed trust and compassion and concern in a child.

Now, of course, one cannot divide the curriculum into the things of the mind and things of the spirit. It is a child is good at arithmetic but loathes it, the failure in my terms is one of the spirit. But it is a fact that in our educational system we tend to attach more importance to things of the mind that can be measured, to subjects which teachers can teach them and to the children who are good at them, than we do to the activities which deal mainly with what have called the spirit and whose measurements defy measurement.

I have never, ever, in all my years of education heard these things mentioned and certainly not in terms of educating our most able pupils.

David George is dean of the Faculty of Science at Nene College, Northampton and chairman of the National Association for Curriculum Enrichment.

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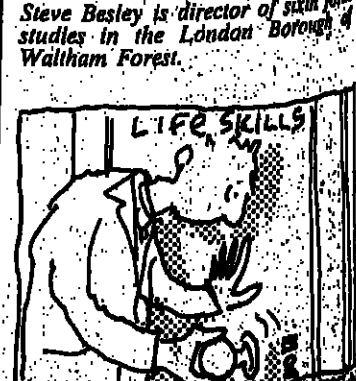
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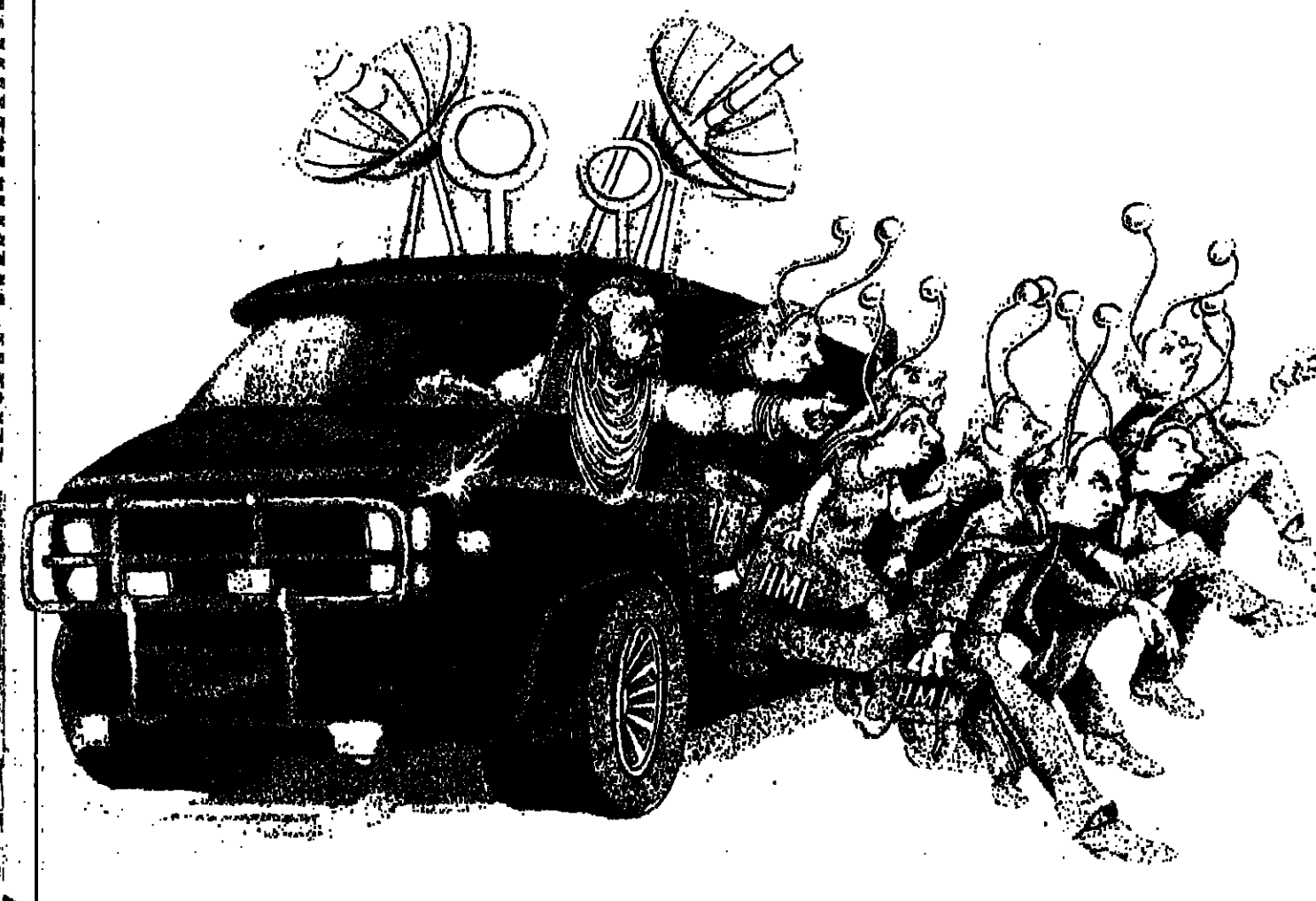
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Above reproach?

Bob Kirkpatrick sees little comedy in the errors of the HMI Inspectors' report on his school and none at all in their refusal to correct them.



The Inspectors who visited Twycross House School a year ago were, with one exception, polite and affable. More to the point, they were keen and energetic. They gave us a good report and we found their visit invigorating and helpful. However, certain weaknesses in their methods seem to us to have emerged during the week.

Their report contains a number of judgments which I regard as mistaken and there are, I think, two main reasons for this failure. The first is simply that far too many assessments have been attempted. The report contains nearly 6,000 words which are used with commendable economy so that a very large number of detailed judgments are made. In many cases, the source of a judgment can be traced back to a brief - even casual - conversation between an Inspector and a member of staff.

One is left with the impression that the Inspectors were keen to include as many statements as possible in the time available.

In a published report, the opposite approach would be wiser. It would be better to be reluctant to draw a conclusion unless the issue has been most carefully and thoroughly explored.

Perhaps I can give you an example. The modern languages inspector was most supportive and very complimentary about much of our language teaching. She felt, however, that our fifth form German set was weak compared to the younger children in the school and said that in the fifth "pupils appear to have weak vocabularies and a poor grasp of grammar".

Now the inspector concerned spent only one half-hour lesson observing these fifth-formers when they were having an oral lesson; they were being confronted by their teacher for the first time with an O level listening comprehension paper and, no doubt, were not at their best.

A month after the report was received, they took their O levels and, in the case of the German set, achieved a 100 per cent success rate. Exactly half the set gained grade A or B passes, and the other half gained C grades. No one achieved a grade lower than C.

Now O level examinations are not perfect gauges of achievement but few would argue that they do not test grammar and vocabulary pretty thoroughly. HMIs are shrewd, but I doubt whether it was wise to make so definitive a judgment after such a slight acquaintance with the class.

The second reason for the inaccuracies in the report seems to be an over-dependence upon subjective impressions. For 20 years as headmaster of three secondary schools in different parts of

HMI develop sensitive antennae that pick up signals as soon as they enter the school yard

the country I have had much to do with HMI. My contact with them has led me to respect them greatly. Their intelligence, integrity and impartiality were of great value to a head who frequently needed their advice and help. I do not, therefore, underestimate their skill in arriving at judgments almost instinctively; it is a skill born of the qualities I have mentioned and perfected by much practice.

An HMI who I came to regard as a friend, explained his ability in this respect by saying that he had developed sensitive "antennae" which picked up signals as soon as he entered the school yard. I believe that these "antennae" enable HMIs to make few mistakes in their assessment of the fundamental currents at work in a school. But, especially now that reports are published, they must beware of putting too much trust in them when judging matters of detail.

If the Inspectors had told me a few years ago, when I was headmaster of a 1,200-pupil comprehensive, that there were more gifted children in the younger age groups than in the older years, I would have found the information mildly interesting. When I see this conclusion implied in their report on my present school of 120 pupils, I know the inspectors have made a mistake because I know all the children personally. When I asked one of the inspectors what prompted their conclusion he could only say that it was "their judgment".

I find it a little worrying that the Inspectors did not ask to see the objective test scores that would have alerted them to the fact that their "antennae" are no substitute for objective evidence when it comes to the assessment of a measurable characteristic. Perhaps some readers are asking "Does it matter anyway?" It is not a criticism of the school but merely a neutral observation. Well, yes it did matter to us for we regarded the report as a scientific document which all parents and children would read.

When reports were confidential documents, read only by those intimately concerned with the school, "antennae" and "judgments" could be sorted out by discussion and no bones broken.

Now that reports are made public, this is no longer the case. The matter of the heater in our assembly hall illustrates this well.

The heater in question is a fully-guarded, modern hot-water fan heater which we installed some two years ago. It happens that we decided to "bury" it in the wall to save taking up useful space in the hall and we have not yet put a decorative grill over the hole. At a superficial glance it looks unguarded because the hole is unsightly; in fact the sole purpose of a covering will be aesthetic.

The Inspectors commented in the report that we had an "unguarded heater" in our assembly hall. We asked in what sense the heater was regarded as dangerous. Did the inspectors consider there was a danger of electric shock, was it a question of a child being able to catch his hand in the fan, or did they think someone might burn himself on the heater? No satisfactory answer could be found. Instead we were told that "it was only a very small point and not intended as a serious criticism".

Unfortunately, however, two local newspapers selected this "very small point" for special comment. The press did its democratic duty by informing the populace that the Inspectors had discovered an "unguarded heater" in the assembly hall at Twycross House School.

You see, now that reports are published there is no such thing as an unimportant detail that the Inspectors can afford to treat carelessly. It does not take much imagination to appreciate the acute embarrassment we felt when this "unfounded charge of negligence" was headlined. "It is pertinent to consider what the consequences might have been for a school whose reputation was insecure."

Although I respect individual inspectors, I find it difficult to admire the administrative procedures that they have developed for producing the published reports. Discussion with me of the conclusions reached was confined to a two-and-a-half hour meeting with the whole team of inspectors from 4pm until 6.30pm on the final day of the inspection. Each inspector spoke in turn about his impressions and I had the opportunity to respond. I found this marathon session indigestible and confusing.

By contrast, I spent an hour-and-a-half with the home economics inspector discussing in detail this relatively small aspect of the school's work because she had to come a week before the main inspection took place. This was far more satisfactory and I had every opportunity to talk with her and, in consequence, the written report on home economics contained no surprises.

After this, we heard no more for five months.

Then, one morning, the postman delivered a few copies of the finished report. I understood that I now had two weeks to raise any matters before the report would be made public. Although the report was very favourable, I was concerned about a number of inaccuracies and about one statement that identified a member of the school community, which I thought was unfortunate and insensitive.

I took a weekend to compile a detailed statement of my concern and this was sent by first-class post to the Department of Education and Science only five days after I had received my copy of the report. I sent a copy of my letter to the inspector who led the team and he responded immediately and with great courtesy.

He paid me a visit the day after he received my letter and was most concerned and helpful. I was reassured that the matters I had raised would be most carefully considered, discussed further with me and, where necessary, corrected.

Four days after this I was telephoned from London by the HMI responsible for independent schools. To my great surprise he said that, although my letter had been received in the middle of "the fortnight", it was by then already too late to hold up publication. Copies of the report had already been sent to the press (a week before the supposed fortnight had expired) with an embargo on publishing until the due date. He said that if the report were recalled, or an erratum issued, this would only draw more attention to the points I had raised. He did, at this point, agree that drawing attention to an individual in the school had been unfortunate.

I understand from the chief inspector for secondary education that, as a result of our experience, proprietors of schools will, in future, have a second opportunity to meet HMI and discuss the detail of the report after it has been prepared. I believe that this facility is already enjoyed by schools with governing bodies. This will certainly be an important step forward, but it will solve the problems we have encountered only if headteachers are allowed to read the draft report. The points that have concerned me are points of detail, and in such a long and complex report, they come to light only when seen in print.

That, however, was not the end of the story. Nothing could be done to correct the report before it went to the press but I asked if corrections could be made before I issued copies to the parents: we had decided before the inspection began that all parents would be sent a copy of the report. The chief inspector for secondary education said that he was prepared, if necessary, to issue an erratum and undertook to consult the team of inspectors with this in mind. A few weeks later I received 100 copies of an erratum and an explanatory letter responding to the points I had made. The erratum merely corrected one tiny typing error in the report. The letter dealt with my points-in-turn and, for a variety of reasons, explained why they would not be subject to correction in the erratum.

The chief inspector conceded that it had been unfortunate to draw attention to an individual but felt that to refer to this in the erratum would make matters worse. This was, of course, manifestly true. What surprised me was that it was quite out of the question to re-type and duplicate the offending page.

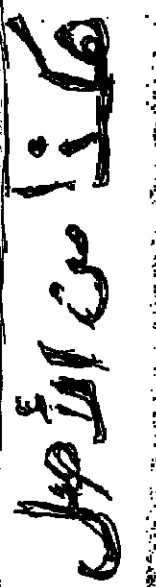
My final point raises a question of a different order. The language inspector found that our fifth form was not as well advanced in French as she would have expected from the quality of the work going on in the lower part of the school. The report stated that, among other factors, there were in form five, "signs that a variety of teachers... has held back standards".

Now the truth is that the form has had the same teacher for French for the past six years and this same teacher also takes all the younger forms where her work deservedly received very high praise. The statement is a straightforward factual error and, that it should occur, supports my argument for better communication, more careful research and an opportunity for the head to read the report in draft before it is published.

However, it is a small matter. What gives it significance is that, when the erratum was published, the inspectors preferred not to correct the error. If truth - in however small a matter - is not of over-riding importance, then the report as a whole is diminished, and questions of wider significance are raised.

I see the wisdom of publishing reports on schools but the minutiae which they contain is unsuitable for publication. Perhaps it would be wiser to publish only the general conclusions and use the rest of the report - as we used to - as a confidential discussion document. However, at present, reports have to be published in full by decree of Parliament. This places a heavy responsibility on HMI inspectors to ensure that they are scrupulously accurate.

Bob Kirkpatrick is head of Twycross House School, Warwickshire.



1743

Sandra Shmidt always knew an inner city, multi-cultural school would be the most appropriate place for her ideas; she never considered working in any other sort. And now, as head of the William Patten Infants School in North London, she has made a name – “and some would say a rather dubious name”, she suggests with a wry laugh – for her commitment to multi-cultural and anti-racist practice; for her egalitarian policies and for allowing political issues like the miners strike and immigration laws into the school. Less controversially, she is credited by some parents with the introduction of some imaginative and effective teaching methods.

The day we met, she was flanked by boxes of food collected for miners' families, and a board listing the best-read books in the school ranging from Urdu and Bengali stories to classic English fairy tales; a motley assortment of the children's paintings and drawings were hung on the wall above her desk.

Her office door is generally open to all; pupils and staff alike refer to her as Sandra. She is a neatly built, economically elegant woman with a modulated, reasoned way of expressing her often controversial ideas on the most appropriate kind of educational methods for this school, with its very high ethnic population drawn from the depressed, run-down housing estates of Hackney, and Stoke Newington, as well as children from the newly-gentrified parts of the area.

Some parents clearly support her determination that every child in the school must have an equal educational opportunity. That means spending precious resources on teachers and helpers who can cover the wide range of mother-tongue languages in the school. It also means teaching methods which are as suitable for children from a deprived, problem family or

families where parents have neither time nor money to provide help outside school, as for those children from homes where stimulus, time and interest are readily available. The staff too, speak warmly of her.

But there have been parents who have not liked the progressive teaching methods or Ms Shmidt's belief that political issues are part of life and a child's experience and cannot be ignored during school hours; and have removed their children.

She has been head of William Patten Infants for four far from easy years. “I very much wanted the job because I liked the liveliness of the school, a lot of members of staff appeared to have very similar ideas to mine and at the interview I had been asked about things like anti-semitism and my attitudes to racism – things which had not come up

Political issues are part of life and if we take a certain line it seems fair enough that the children should see that'

in interviews before and which seemed important to me.

“But I also had a clear vision of what I wanted to do, changes I wanted to make. I wanted to improve academic standards and the look of the place. At the first staff meeting I talked about wanting to change things in depth, suggesting we should start by looking at the environment.

“What I hadn't taken into account was that in a very democratic school like this it wasn't the way to do things. The staff saw me as a head just wanting to sweep through everything, although

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Enjoying what you are saying. Sandra Shmidt takes then, an interest in the peeping up standards in the school; she describes a happy day believing that a head can best understand a school from the classroom perspective. She makes a point of keeping abreast of the news, new thinking in education: But in politics, she says, she will not bow to the idea that public schools indeed can be kept out of school, and she thinks she is unusual, as a head, in joining in political actions. But she says, if you are going to be serious – and I am – about children growing up to be anti-racist, anti-sexist, critical and able to make good decisions, then when political topics are rejected arise within school it is essential to make

Surely the difference I am complaining about, the divergence the admissions tutor had noticed is that whereas most of our educational methods seem, more and more, to produce a glumish proletariat, here is a system that makes people



BOOKS BOOKS BOOKS
FASHION ART MUSIC THE

Review

Hugh David on
required reading
for fifth-form
Fauntleroy

Newsagents have yet to find an answer to the problem of the decade. Helpfully, their distributors provide little flags for their magazine racks, stickers which announce that Motor Magazines go here and all the Leisure Interest stuff there, next to Hi-Fi and Records and shelf after shelf of Women's World. The problem is that since the categories were devised a whole new genre of magazines has appeared for which no heading is available.

With titles as uncompromising as their typography—there's *Debut* and *Blitz*, *The Face* and *i-D*—these anarchic, colourful glossies have homed in on a whole new market. *i-D* (sic), which might reasonably claim to be the brand leader, has a circulation of some 45,000 and, as befits a "Worldwide Manual of Style", distribution agreements in Italy, Japan, Germany, Holland, Canada and the United States (where it is handled by a Broadway outfit aptly known as Trash & Vaudeville). According to editor Terry Jones, a former art director of *Vogue* magazine, in this country the bi-monthly is bought by "a cross section of sophisticates". They are aged between 15 and 30. Some are sixth-formers, others are "international designers", but certainly there are many more men than women.

Carey Labovitch, editor of *Blitz*, tells much the same story. Her "streetwise magazine specializing in media, pop, fashion and lifestyle" is read by around 35,000 of "the fashion-conscious young". They are aged between 16 and 25, she says, although most are under 20 and a good 60 per cent are male.

It is this male bias which marks the magazines out as something different. Only three or four years ago not only did they not exist, it would have been impossible for them to have done so. Then, young male readers, if they read at all, were apparently satisfied with a choice between *Sounds*, *Melody Maker*, *New Musical Express* and the straight macho delights of *Motor Sport*. There were male style magazines too, then as now, the likes of *Gentlemen's Quarterly*, *M* and *L'Uomo Vogue* were expensive, foreign and aimed at an affluent, older readership.

The punk rockers of the period had no interest in them; their dog-tooth hunting jackets or their profiles of Gore Vidal. Their successors did, however. Nick Heyward, Spandau Ballet's Tony Hadley and all the other New Romantics were interested in exactly that kind of thing, and a couple of years on their preppy, almost old-world style and fashions are what influence a sizeable percentage of today's fifth and sixth-formers.

A newly-published Health Education Council survey into the personal habits of teenagers reveals that even 15 and 16-year-old boys now bathe twice weekly, spray parts of themselves with Brut and douse other bits with talc. Far from still shopping at Oxfam as the punks used to do,

Roads to streetwisdom

the survey's young paradigm also has an average of £300-worth of brand-name clothes, shortish, well-cut, frequently-washed and usually lacquered hair, a taste for the high life and (courtesy of Mum, Dad and the paper round) cash enough to enjoy it.

Cash enough to buy one or other of the style magazines too, for the fifth-form Fauntleroy is, of course, one end of Carey Labovitch's spectrum of "the fashion-conscious young" and—if only in his own eyes—an essential member of Terry Jones's "cross-section of sophisticates". Essential then for him to take, at the very least, *Blitz* (75p, 10 issues a year), *The Face* (80p, monthly) and *i-D* (£1.00, six issues a year).

Had they only cast their eye over copies of these, the HEC researchers could have saved themselves a lot of time, for the Identikit youth they characterize peers out from nearly every page. Fashion spread after fashion spread—some editorial, the others advertising; leaving through the magazines it is often difficult for the uninitiated to tell one from the other—features him. Whether he's modelling blazers, tee-shirts which have ridden up to reveal his navel or shirts left open to display a nipple, he quite obviously bathes, sprays, douses and shampoos himself at every opportunity.

And just as well, for last autumn the magazines went even further than nipples and navels. "Would you pose nude?" was the cry. Unsurprisingly perhaps, a group of young celebrities and not-so-famous jocks said that well, yes, they would, actually. Jasper Conran granted us a modest back view. Gary and Martin Kemp, Tony Hadley's Spandau Ballet colleagues, didn't quite go all the way: they have positions to uphold but nevertheless removed their tee-shirts and opened their jeans to expose tufts of pubic hair.

Such frolics, however, are hardly typical. As a general rule the Man at HEC the magazines most admire is *Nothing* without his clothes. In a recent issue of *The Face* he is cloned into the stars of the film *Another Country* and models suitably foreign-looking fashion ("Navy herringbone trousers £35 at Demob; silk undershirt £28 at Paul Smith"). In the same magazine he reaches his apogee in the full-page portrait and mini-feature celebrating an apparently ordinary-looking lad: "From acned wally to adolescent thug... young actor Tim Roth has refreshed some parts many RADA students wouldn't know how to reach".

With the exception of *Debut* which has a heavy musical bias and for £2.99 a month comes complete with a 12-inch sampler LP tucked inside the back cover, the range and style of the magazines is very similar. Fashion and leisure predominate, the photos are good and the journalism is breathless: "People are now getting their jollies by wearing Top Shop Tack with Bond Street Treads, and putting them on backwards, inside out and upside down. Things are going round in smaller, increasingly incestuous circles, because Revolt Into Style often just means CAMPING IT UP—swapping layers and wearing raincoats with shorts and glitter socks with Gucci loafers", gasps Dylan Jones in *i-D*. Julia Birchill used to write like that before she joined *The Sunday Times*. Occasionally she still does.

There is more than just a whiff of that sort of irritating in-joke, the casual over-writing which used to plague the music press in the early Seventies, but there is also an unexpected editorial sophistication. A recent issue of *The Face* even has a column headed "Opera"! It turns out to be a caustic look at Malcolm McLaren's disco version of an aria from *Madame Butterfly*, but the thought is there, nevertheless. The same

magazine devotes a full page to a well-worn profile of Divine, the 300-lb American drag entertainer, while Penguin Books recently found it worthwhile to take half a page in the July/August *Blitz* to advertise, of all things, Murdoch's novel *The Philosopher's Pupil*.

The questionnaires, however, provide the measure of the magazines and their readers. The pop charts are full of boys dressed as girls. The fashion magazines are full of girls looking like boys... The new fetish, the new sex object, men. *The Face* tells its readers before inviting them to reassess themselves. "Pencils out, kids! It says and presents nine multiple choice questions including: (a) Your body; (b) Your makeup; (c) Oppressive sexual stereotypes; (d) The Toilet. A few questions later it suggests: 'You are at a party and you notice your girlfriend kissing a pretty woman. You... (a) leave her to it—she might be able to get her home too; (b) with you could relate to your male friends that way; (c) her; (d) go home and listen to Howard Jones'.

That. *The Face* goes on to admit, was just a bit of fun ("Fashionable androgyny is no answer" even if the idea of 15 and 16-year-olds complaining makeup and threesomes is somewhat disturbing. Far more serious is the roadworthy survey included in the July/August issue of *i-D*. They really do want it returned, for one thing included is the question: "Do you drink... Perrier water? Fruit Juice? Cocktails? Spirit Wine? Cider? Beer? (Tick as many as appropriate)". There, surely the question tells as much as any answer. Look at the order of the suggested drinks. Three or four years ago, before the style magazines had shown him the way, even a sophisticated sixth-former would have thought himself Jack the Lad if he managed a half of beer.

Black and white

Tom Hastie on the need for the "multicultural" movement to pass beyond partisan aggression

enabled her to become the literary celebrity she has deservedly become. Why are there no references to other works, such as *The Slave Girl*, the story of a Nigerian girl sold by her brother when she was six to a woman market trader just before the First World War?

Too often the British are presented as having been 100 per cent imperialist whereas in fact many British were passionately opposed to British imperialism; even to the extent of there being in this country the Movement for Colonial Freedom. Ironically, the Indian National Congress was first set up by an Englishman, Annie Besant, also founder of the Home Rule League and the Hindu College at Benares. It was during the colonial period that important writers like Mulk Raj Anand and Ngugi wa Thiong'o had their first works published—in Britain.

Nixon also endorses uncritically the fashionably simplistic view that immigration is always beneficial to the host community. Would the Red Indians agree with that claim? Would the people

of Sri Lanka, now murdering their Tamil immigrants? Immigration is an important historical and social phenomenon and as such must surely be viewed as objectively as any other historical process. Constantly presenting it solely from the immigrant's viewpoint is intellectually dishonest and alienates potential sympathy. Neither does Nixon question the assumption that the British have a monopoly of ethnocentricity. Are we to understand that untainted teachers in, say, Japan or Egypt, enthusiastically tell their fascinated pupils all about Bonnie Prince Charlie?

Works like Nixon's also strive to imply the moral superiority of ethnic minorities and their cultures vis-à-vis the British. It is odd how multicultural education schemes of work always passionately condemn apartheid in South Africa (and it must be condemned, of course) yet remain strangely silent about the apartheid practised in India under the caste system. Incidentally, it was the British who outlawed the stigma of the Untouchables—so the fury of Indians who

resented British "interference" with their traditions.

Neither is it helpful of Nixon to quote from the history syllabus of Villiers High School (page 90) by telling us merely that the pupils study the Amritsar Massacre (1919 actually, not 1911), the Partition of India in 1947 and Idi Amin's expulsion of Indians from Uganda. As a historian I want to know how these topics were handled. Are pupils told that the Hunter Inquiry report condemned General Dyer's action and that he was relieved of his command? Are they told that immediately following the actual partition Indians themselves killed more fellow Indians than ever the British did? Also, for a book so full of references, the index is exasperatingly mislaid (and Dr Johnson's black servant was called Barber, not Barker).

Reading this book I was reminded of Erasmus ("I fear the man of one book") and O.K. Chesterton's attack on the tunnel vision of the Single Issue Fanatic. By contrast, teachers would do well to read *Ethnic Groups in History* Textbooks by Nathan Glazer and Reed Ueda published in the USA. Over there the multicultural education movement has passed through its early stages of newly-converted enthusiasm and partisan aggression and has now adopted a more objective and constructive approach. I earnestly hope that something similar will take place here, but alas, this book isn't part of that process.

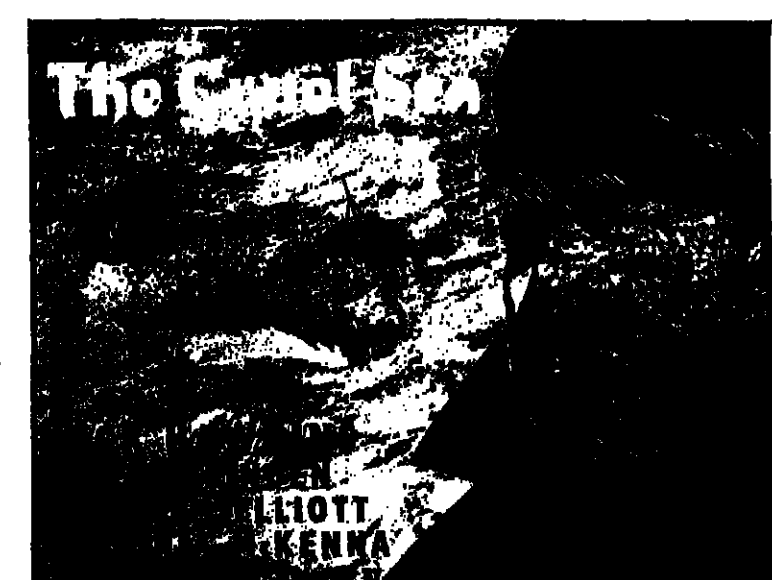
How the war was won

National Fictions
NFT, February 3-28.

Last year's British Film Institute summer school at Stirling University was subtitled "struggles over the meaning of World War II" and the current season at the National Film Theatre is organized around the same theme. The war film is a popular genre, the Second World War film its most popular sub-species, not least because the myths of that war are deeply ingrained in the national consciousness. In fact, it is proper to describe them as "myths", not because they are falsehoods, but because they are generally accepted in our society as truths, conditioning the way we perceive ourselves and our recent history, and encoded in the symbolic form that makes them such excellent material for film.

The war years were also the heyday of British cinema and it was on the screen that the meaning of the events was most clearly described, and to the widest audience. There have been many opportunities to review the films of the period: Channel 4 is currently running an extended season Thursday afternoons of documentary and propaganda films under the title "The British at War". The NFT season includes films from the Forties, documentary (*Listen to Britain*, February 3), drama documentary (*Western Approaches*, February 14) and fiction (*In Which We Serve*, February 14). But it goes on to examine the interpretation and reinterpretation of certain premises about the war through the cinema of the Fifties (*The Cruel Sea*, February 22) and through television, in *Dad's Army* (February 26), *Yanks* (February 15), *Tenko* (February 18) and *The Imitation Game* (February 20). Finally, by bringing together the 1942 documentary *Battle for the Falklands* (February 28), it invites us to question the myths and their uses.

At the sharp end of the war is traditionally reserved for men, but, as the propagandists of the time realized, the Second World War involved the whole population and undermined the clear distinction between the active, fighting man and his passive, waiting woman. More recently, as the BFI dossier of contributions to the summer school shows, it has been easier to detect the homoerotic undercurrents in this ostensibly unheroic genre. Television's use of the home front in *Dad's Army* carried on from the comic portrayal of



Top: "In Which We Serve"; above: "The Cruel Sea"

army life in such films as *Private's Progress* (also to be shown on February 22), but the later television programmes included in the season all centre on the experience of women. Even if this indicated nothing more than the exhaustion of a more direct approach (*Tenko* as a variant on *Bridge on the River Kwai* or *The Colditz Story*), it would still subvert certain assumptions. As it is, feminist criticisms of *Tenko* and *The Imitation Game* have opened a debate which leads into the central issue of our perception of the war and its place in the national myth.

The trouble with any such season is that no one is likely to be able to see all the films (which, in any case, can be only a highly condensed version of the evidence). The lecture and discussion on February 26 should enlarge on some of the themes of the dossier: this is rather eccentrically arranged, with case studies of individual films send-

wich between a section on historical contexts and one on national and sexual identities, with a recommendation that readers should turn to the case studies before reading the other two parts.

Terry Lovell's brief analysis of the 1947 film *Frieda* (to be shown on February 21) is one of these case studies and looks at the changing image of the enemy in the immediate postwar period. Equally important for a full appreciation of our own national standpoint, would be to examine representations of the war in Germany and Japan, and in countries like France where the effects of occupation were divisive, or those like the USA where the civilian population was less directly involved. There are many truths about what happened in the Second World War and it is they (rather than the 'Truth') that were its first casualty.

Robin Buss

From disco to Haydn

Contemporary Music Network Touring Programme.
Workshop: Trevor Watts Moiré Music
Sheffield Leadmill Theatre January 23

To Henderson, who runs the educational activities at the Leadmill, apologized for the graffiti on the walls of the college in Sheffield's alternative arts centre. She is particularly anxious that the Leadmill should project a serious image, and is not too happy about "arts centre", which suggests something rather more formal than a place where young people can enjoy and participate in theatre, dance and music, or simply chat and drink coffee. Musically, there is everything from disco to Haydn. The Lindsay Quartet has appeared recently, and in February and March there will be Penguin Percussion playing Stockhausen, and Yorkshire Brass with a programme of classics in lighter vein. Pop musicians are invited to explore the frontiers of jazz, while classical groups learn to communicate with new audiences. Sadly, those who visit the Leadmill are often drawn together by the common bond of unemployment. The disused warehouses is somewhere to go to keep out of the cold, rehearse a pipe, or bring your instrument along and join in one

of the Contemporary Music Network's workshop sessions.

The Trevor Watts Moiré band boasts an impressive line up of the best of British jazz musicians, including the leading African percussionist Nana Tibo, versatile on marimba and talking drum. Trevor Watts expounded on the complexities of the Afro-cross-rhythms to a small audience of enthusiasts. (A group of school children had been invited but were snooted in.) A pop musician asked pertinent questions; he wasn't familiar with this kind of jazz and wanted to know more. Communication can be a problem when performers are not used to verbalizing their art. There were no such difficulties in the practical session where those who had brought instruments were invited to observe the experts and play along with the band.

The Contemporary Music Network will be at the Leadmill on February 9 with the De Volharding orchestra, a group of Dutch street musicians whose sound is a cross between jazz and windband. On February 7 there will be a London Sinfonietta workshop (Messiaen's *Canyons to the Stars*) attended by 50 local schoolchildren. Responses to the Cornelius Cardew programme on March 11, last, so far, been less positive. Jo Henderson reports some problems with the university, who are

unreasonably suspicious of the Leadmill's off-beat image. Fortunately, despite the impending demise of South Yorkshire county council, the Leadmill's plans for expansion have been confirmed. No wonder that in a recent Arts Council survey it emerged as the best venue for contemporary music touring groups in the Sheffield/Manchester area. "It is exactly the right place to perform our kind of music" enthused Stephen Firth, the Arts Council's music education officer, "because it caters for all tastes and attracts a wide range of different audiences".

The De Volharding Orchestra can be heard at the Bloomsbury Theatre, London, Leicester Polytechnic and York University on February 6, 12 and 14. The London Sinfonietta will be at the Logan Hall on February 20 and the Wilde Theatre, Bracknell on February 22. Cornelius Cardew's music can be heard at the Bloomsbury Theatre on March 6, and at Clarendon College, Nottingham, Leicester Phoenix, Bristol Arncliffe and Darlington Hall on March 7, 8, 16 and 17. For further information about the Contemporary Music Network and its educational activities contact the Arts Council on 01-529 9955.

Philippa Davidson

Graves of Academe

Panorama: No University For You?
BBC1, January 28.

Like Parliament, where debate on the subject is still *rara avis*, television has never found education quite sexy enough for regular or extended coverage. One reason, perhaps, is that educationists make such poor performers.

The participants in Monday's *Panorama* debate on the cuts in higher education rather resembled repertory players at the end of a long provincial run: word-perfect, cued to the half-second, but unable any longer to work up much passion. One suspects that after the panic years of 1981 and 1982 things have now settled down to the bookkeeping stage, the share out of funds and gratuities at the end of the run.

Panorama's film had dusted down the old "Salford miracle", a piece of quasi-religious marketing that suggested that hard graft and imaginative effort could turn disaster into opportunity. Salford, one of the technologically oriented universities, certainly managed, under vice-chancellor John Ashworth, to attract substantial amounts of industrial cash for projects which, pre-cuts, might have remained in desk drawers or as gleams in eyes.

Ashworth, one of a panel of educationists to debate the film's issues, with *Panorama's* Richard Lindley, has no mesianic glint in his. While Salford, one of the harder hit of the universities in 1981, has managed to resist pressure, other universities, with less contemporary curricula or research bases, have not had the same opportunities. Divinity departments, for instance, have less opportunity to go public and shift their balance from the God of education to the Caesar of industry. Their primary concern is not with

research but with the production of old-fashioned qualified students.

Current government policy—modulation, if not seriously slackened by parliamentary and Home Counties pressure—has been to up the research base at the expense of student numbers. Ultimately, this means increasing stricture, as Oxford's Denis Noble pointed out, on humanities and non-utilitarian subjects. Diana Warwick of the Association of University Teachers was quick to point to the human impact of a policy that made a purely financial calculus. Christopher Ball, of the polytechnics' National Advisory Body, spoke up for the public sector. Sir John Kingman for the funding Science and Engineering Research Council. Even the loken gadfly, Digby Anderson of the right-wing Social Affairs Unit, had little to offer beyond a rather weary balancing of books: shifting money from x to y, from education back to "where it properly belongs" in the welfare system. It all seemed a bit weary.

Academics in higher education have always had to divide their energies between teaching, research and administration. There were always relativities between subjects. More hard research is done by a greater proportion of scientists than among English literature dons and, conveniently, it brings in more money. There is little use making policy on the basis of which till brings in most at the end of the day. Research and teaching have always been aspects of one, consistent enterprise. The greatest danger is to treat them as warring aspects of the educational self. From Monday night's programme, it looks, sadly, as if the monetarist Mr Hyde is driving Dr Jekyll into voluntary redundancy or early retirement.

James Welr

NFT

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Backchat

Start The Week is the programme where people advertise their latest books and are then surprised if Kenneth Robinson makes fun of them. *Stop The Week* is the one where they read old-fashioned school essays and are surprised if Robert Robinson lets them finish a sentence. *Midweek* is where chat show regulars go on Wednesdays while *Weekend* is the consistently sharp revue which seems to need five writers for each joke.

But what is *Weekend* (Radio Four, Sundays 11.15 am)? Produced by the Woman's Hour unit, it began life as an anthology of repeated items from their previous week's programme. Since then it has undergone a number of transformations, reaching heights of naivety last autumn. With yet a new format this year, it has in the course of a month become, quite simply, the best chat-show on radio or television.

Each week it sets itself a theme and the guests are chosen for their ability to contribute to the discussion of that subject. Thus, a week ago, the topic was ambition and the guests included ex-MP and disgustingly successful novelist, Jeffrey Archer, who admitted he found another guest, Ken Livingstone, "irresistible". A Yorkshire desecrator, Margaret Cundiff, admitted her envy of Archer's marketing techniques and spoke openly of her ambition to be a priest. "Even Archbishop of York?" "No."

The chairman of the first few editions of this oasis of civilized conversation was Cliff Morgan. At the moment, Sue MacGregor is in the chair and it fell to her to steer last Sunday's discussion on public service broadcasting. Not for her a preoccupation with frenetic pace and a compulsion to give every speaker a chance to speak on every point. The issues were what mattered. The advertising industry was shown to be lobbying for commercials on BBC radio (and television) as a way of introducing competition and lowering present rates on the commercial channels. Lord Annan criticized the BBC's "Me too" policy, whereby it seems impelled to compete in every field from breakfast television to community radio.

Two MPs proved vocal supporters of the Corporation. Austin Mitchell (Labour) spoke of the BBC's responsibility to be genuinely popular, while Tony Tim Branton pleaded eloquently for a preservation of quality programming and the need for programme makers to be free from the need to placate advertisers. The chairman of the BBC defended its trumpeting of the sponsors' names in sports coverage but nobody said anything about *Start The Week*.

David Self

Gene Vincent arguably personified the myth of the rock rebel in its purest (hillbilly) form. Britt Hegarty's *The Day The World Turned Blue* (Blandford Press £5.95) records the gradual slide into alcoholism and physical breakdown of this talented but wilfully self-destructive man, but not to the exclusion of his music. Vincent never strayed far from his rock 'n' roll roots; his demonic stage presence and unique delivery remain the stuff of legend.

Kenneth Mahleson

Literary competition

Competition No 59. Report by Scylla. You were asked for the beginning of a modern detective story by Jane Austen, Hardy, D H Lawrence or Kipling; and many of you warmed to the task. But how modern is "modern"? I had imagined a world inhabited by cars and bars if not by computers and found myself discarding those entries which made them feel modern. The whole point, it seems to me, of parody – and it is parody that is required in this sort of competition rather than imitation – is to imagine a Kipling writing on the modern drug scene, a Lawrence on punks and drag. Many excellent Jane Austen were thus ruled out of court.

Jane Austen was the most popular, Lawrence the least. The indefatigable George Moore, sometimes exceeding the word limit, tackled them all. He gets 25 for the following snippets (no prizes for guessing the authors):

"Heavens, Horrocks, your red makes the gentians more like poinsettias!" He looked at her impudently, malely. "Appen I feels 'em red," he silenced her.

and: "There seems to be an unusual bustle of constabulary in the high street this morning," Mrs Braham commented from her chair by the window. "I wonder if they are all married."

and: "But I wasn't forwitten," Gabriel triumphed. "I stood my ground and memorized that car number as if it were a text from scripture!"

£7.50 each. Bill Greenwell and Jock Whiteside. £10 to Gerard Benson (partly for his illustration, a parody in itself, of the letter T as a syringe) and to D A Prince for an entry which, while skirting the rules, manages somehow to parody itself.

How Mulvaney Won his Stripes. The street has its laws and those who wish to survive must learn the laws and the ways of the street. Thus, he who strikes first survives. But greater still is the justice of the lord who presides in the White House and consider carefully before you cross those in the 86th Precinct who act as agents of the great lord's justice.

Shortly after my friend, Mulvaney, joined the 86th Precinct, I found him sitting on my doorstep and invited him in for a short of his favourite cocaine. "Did I ever tell ye av the toime," he sez, "that I sived the precinct from dish-grace. I've sin some murders and muggings, and trooth to tell I was wanst I was on patrol and sees this goil, a pritty wee thin too, loyin' by the sidewalk."

Jock Whiteside

A coffee-dispenser, situated in a corner of the police station, gave sudden vent to such eruptions as might have more properly belittled a sea-monster. Above it, the strip-light, which sedulously illuminated all that portion of the room designated for the interrogation of suspicious persons, flickered abruptly, lending the shoulder-holder of its owner an ambulatory sheen. Had there been present at that moment an onlooker, he might have remarked that this brief, transient sequence of occurrences boded those present no particular good. Mankind seems most needful of such speculations when there is a mystery to hand, and such was indeed the case. That succession of events led one singular hand, formerly idle, to fall upon a miscalculation in the VAT return of a hitherto saturnine witness.

Bill Greenwell

"So the President of the Immortals has finished his sport with you, my lady," murmured Inspector Clare, dropping the sheet over the girl's face.

"Come again, sir?" Sergeant "Gabbby" Oak looked at his chief. "Angel," as he was irreverently known to the Wessex force, could be philosophically obscure at times.

Inspector Clare smiled grimly. "What must be must be. There's no fighting against Fate, although it looks as though she set up a fight before he killed her. Better get some back-ground on her. Another family, probably, with those features."

"I wonder what the motive was," ventured Oak.

Clare brightened. "Jealousy, poverty, crossed in love, greed, lust, despair – the usual motives, Sergeant. Remember the Casterbridge Cricket Club case? The one where the twelfth man was found with a note fixed to his chest that said 'Done because we were too many.' We live on a blighted star all right, Gabbby."

D A Prince

Competition No 60. Set by Charybdis. When Kenneth Grahame's *The Golden Age* appeared, a director of the Bank of England (where Grahame rose to be Secretary) bought it, supposing it to be a treatise on bimetalism. Better still, when *The Wind in the Willows* was published, *The Times* reviewer wrote: "As a contribution to natural history, the work is negligible."

Take, please, any well-known book and supply either part or all of an indignant purchaser's letter to the publisher complaining that the book is not what it purports to be or part of a review which deals only with aspects of the book that would appear irrelevant to most readers. *Limit*: 150 words. *Closing Date*: February 13.

Gerard Benson



In peripatetic mode

Pickwick Papers
BBC1, Sundays 5.25pm

After the introduction of Sam Weller in part 4, the popularity of *Pickwick Papers* grew until by the nineteenth and last instalment the sales had risen to 40,000. No other book had aroused such enthusiasm in the whole history of literature. *Pickwickians* in the form of a profitable outpouring of figurines, hats, canes, coats, cigars, imitations and stage piracies proliferated. Pets were named after the principal characters, and Charles Dickens, aged 23, achieved lasting fame.

The idea arose out of the popularity of Robert Seymour's prints to which Dickens was asked to provide a story. He decided this was an impossible assignment and managed to make the publishers agree to the plates illustrating a text of his devising. Seymour committed suicide after the issue of the second number, and Hablot K Browne (Phiz), aged 22, took on the work. The creative genius of these two youths produced a genial picaresque novel in peripatetic mode, teeming with loosely connected characters in incidents which owed much to Smollett and Sterne.

That the BBC should hope to interest a modern public in an elderly, well-heeled, innocent hero is quite surprising. The *Pickwick Club*, moving about England in celebration of a sweeter and vanishing world contains many of a disarming and whimsical nature. But the rudimentary structure of the

plot, and the mild eccentricity of many of the characters, would not seem winning recipe for television. However, despite the absence of the source, the Dickensian suspense, which unfolds delightfully and, at a half hour, is over all too soon. Jack Dain has filleted the book with skill, retaining the inconsequential, ambulatory progress of the *Pickwickians* while providing some hilarious incidents en route. In Nigel Stock, Mr Pickwick is stepped straight out of Phiz's illustration, in fine form when his anger roused (if slightly lacking geniality in his sunnier moments). On the other hand, geniality is superbly expressed by Clive Swift in the role of Tracoy Tupman, a poorly middle-aged gentleman of generous disposition who makes his abortive romance with his splinter Miss Wardle hilarious, and is his pleasingly expressive face.

Sam Weller, on whose worldly resourcefulness the innocent Pickwick depends, is joyously played by Phil Daniels while Patrick Malahide, the swindling strolling actor Jingle, delivers his telegraphic lines with speed and panache. Dickens's targets – pretension, predatory females, and political humbugs – still exist today. In Barry Lett's production his new cloud humour enlivens every scene, though occasionally background chatter masks the main dialogue. In contrast, Carl Davis's score fuses perfectly with the drama so expertly narrated by Ray Brooks.

Betty Tadmor

Wives' tale

The Merry Wives of Windsor.
Cool Grammar School.

There was no need to suspend disbelief when watching headmaster Peter Teed's pre-retirement production of *The Merry Wives of Windsor*. Now that we have Roy George, it was perfectly acceptable to observe Mark Hamilton's presentation of Abraham Slender and to sympathise as he echoed: "Oh sweet Anne Page", of course she was sweet, though she had a knowing look.

The Falstaff of this play scarcely equals "the irregular humorist" of *Eastcheap*; but here was the fat knight living every vicissitude as Simon Brooks flung himself into his interpretation of the character. His belly lurching in anticipation of a morning draught of sack, and his spirits revived visibly as he cleansed himself of the stench of the buck-basket and the River Thames. The frustration of his pursuit of the merry wives was inevitable as Angela Boast and Kate Maclean presented a united front of femininity; and had it been another era, they might well have decided to "exhibit" bill in Parliament for the putting down of men.

Next week

David Self on a new study of educational broadcasting; travel books and guides; chess; mathematics textbooks

THE POSSESSOR
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CHILDREN'S BOOKS

Susan Thomas interviews Eric Carle
Annabel Farjeon on ballet books
Robert Swindells and Helen Cresswell reviewed
Picture books with "problem" themes
Novels about the aftermath of the Vietnam war

28 Gillian Cross reviewed 29
28 Review of Jonathan Colt's book of interviews with well-known writers 30
28 Folk tales from Asia and the Caribbean 30
29 Roald Dahl's boyhood 30
29 Guide to picture books 30

Pilgrims' way

Terry Jones on the difficulty of retelling Chaucer for children

The Canterbury Tales.
Retold by Geraldine McCaughrean.
Illustrated by Victor G Ambrus
Oxford University Press £6.95
19 278109 X

First of all I have to declare an interest. A few years ago, I had a bash at re-telling Chaucer's *Canterbury Tales* for children and failed dismally. So the chances of my liking Geraldine McCaughrean's attempt were pretty slim – well they would be, wouldn't they? I didn't. For a start I found some of her imagery just didn't ring true – when, for example, she says of the Cook: "There were wine stains in his hair", I find myself wondering if wine really does stain hair, or when she describes the pilgrims as being "like a row of chessmen escaping from a chessboard", I kind of like it, but I'm not sure I really know what she means. I also found some of the dialogue a bit... well... unreal. Would the Summoner, for instance, really have said: "Open up... or I'll eat the straw in your stables...?"

And then – predictably, I suppose – I found some of the liberties Geraldine McCaughrean has taken with Chaucer's work a bit... well... a bit of a liberty. I felt it out of character, for example, for the Poor Parson to tell a lie (page 103), and I couldn't quite reconcile myself to the summary disposal of that wonderful character, Harry Bailey's Wife, in favour of a rather cloying romance between the Host and the Wife of Bath. What is more, the freedom with which she treats the original leads her into at least one factual error (on page 80) where she confuses the Franklin (who is a landowner and a member of the gentry) with the Manciple (who buys provisions for an inn or court) or the Reeve (who manages a lord's estate).

On top of all this, I have a nagging doubt as to whether it's really worth trying to re-tell *The Canterbury Tales* for children in the first place. After all, by the time you've removed the sexual content from "The Miller's Tale",



Chanticleer in "The Nun's Priest's Tale" from *The Canterbury Tales*.

"The Reeve's Tale", "The Merchant's Tale" and the start of the "Wife of Bath's Tale", you're left with pretty thin fare. When blind old January regains his sight to witness young May lie in the pear tree with her smock pulled up above her waist, having it off with Damian, it's a bit tame to replace this with his finding them eating a pear – even if they're sharing it!

Having said all of which, I now have to report that I read Geraldine McCaughrean's *Canterbury Tales* to my two children (neither of whom, as far as I know, has ever attempted to re-tell any of Chaucer's works) and blow me down if they didn't think it was great! They laughed at all the jokes, they were riveted by the stories, and they responded with enthusiasm to the rich pageant of characters.

When I quizzed by daughter about what she liked best in the re-tellings she said: "The way it goes back to the pilgrims quarrelling after each story."

And I had to agree. I think Geraldine McCaughrean's real achievement is the way she has succeeded in turning the whole pilgrimage itself into a story, and has brought that far-off medieval expedition to life in a quite remarkable way. For all my carping, there is so much fun and rich detail in these pages that it would be churlish to find the book anything but delightful. For instance, I liked very much the dust storm and plague of nits that rises as the pilgrims shake their blankets after a night's sleep (page 92) or the Knight's resigned groan as his son spots a pretty barnard: "Another flaccid," he murmurs.

The book itself is very handsome, with robust yet beautiful illustrations by Victor G. Ambrus. It is, all in all, a noble attempt at the impossible, and a book that will delight a lot of children and – who knows? – may even set some of them on the road to reading the real Chaucer.

Return to Camelot

Neil Philip reviews British folk tales

King Arthur and his Knights. By Anthony Mockler. Illustrated by Nick Harris.
Oxford University Press £8.95. 0 19 274531 X

Three Romances: Love Stories from Camelot Retold. By Winifred Rosen. Illustrated by Paul O. Zellinsky.
World's Work £5.95. 0 437 71705 4. Tales from the Mabinogion. By Gwyn Thomas and Kevin Crossley-Holland. Illustrated by Margaret Jones.
Victor Gollancz £6.95. 0 575 03531 5. Tales from Wales. By Harri Webb. Illustrated by Lesley Bruce.
Dragon Books (Granada) £4.95. 0 246 12088 6.

"The stories of Arthur are the acts of Albion," says Blake. The ancient laws of Gwent laid down that "when the queen desires a song in her chamber, the bard shall sing the song of Camlan, but in a low voice for fear of creating excitement in the hall". Not for nothing are the Arthurian tales – for all their European ramifications – generally referred to as "the Matter of Britain"; they are deeply rooted in the British landscape, the British mind-scapes.

Any new version can only offer a partial account of the extensive and varied literature: all we can ask is that the Arthurian dream be given strong, bold, coherent form that neither slavishly emulates past writers nor wilfully distorts them. Anthony Mockler's *King Arthur and his Knights* is a better attempt than many: vivid and full-blooded, it is not content simply to fillet Malory, but instead weaves disparate source material into a single pacy narrative.

The stubborn intractability of that material, and its wild variation of tone, have caused Mockler great problems of structure and approach. He has had to leave aside the Grail quest, and evade the crucial issue of Mordred's parentage. An attempt to counterbalance the doom and violence leads him into irritating and redundant whimsy. He has also, calamitously, attempted to reconcile the Arthur story not only with itself but also with *The Lord of the Rings*: Merlin is Gandalf, Mordred is in league with Mordor, and Ents,

Orcs, Trolls and Nazgul stalk the pages with ludicrous inappropriateness.

Nevertheless, aspects of this book compel admiration. Mockler handles a large cast well, giving each name a living personality. Despite inveterate over-use of adverbs, he writes a good flavoured English that is neither slung nor off-puttingly archaic, though he is inclined when he has found a phrase or word he likes to repeat it till its force vanishes with familiarity. He has a real sense of drama, and a gift for the verbal depiction of visual grandeur and beauty. This last virtue has tested the illustrator, Nick Harris, who has produced in response colour plates of power and originality, in which our reaction to the scene portrayed is shaped by the elements in the picture that overrun the frame. The first colour picture, of Uther, having just enjoyed the wife of Gorlois of Cornwall, leaning from a tower to see "the ships of Gorlois riding at anchor beneath the cliffs" is one of half a dozen triumphs of perspective, among some lesser work.

Winifred Rosen's coy, antiseptic *Three Romances: Love Stories from Camelot Retold* clearly shows Mockler's virtues. Her language is an uncomfortable Sunday-best, ill-fitting affair, rigid and indirect where Mockler's is supple and robust. When in "The Marriage of Sir Gawain and Dame Ragnell", Arthur delivers the hero's answer to the question of what women most desire, "sovereignty", he says, "Naturally, I find the idea hard to take seriously, but the person I heard it from swore it would save me". The evil knight who set the riddle then "uttered many profanities such as would be unseemly to repeat as they were all in extremely bad taste". Such clumsy circumlocution is typical of the book, as is a notion, derived from Tennyson, of courtly manners as a question of good taste and gentleness. The other two stories are "Enid and Geraint" and "Merlin and Niniane". The promised illustrations by Paul Zellinsky amount to three weedy decorated initials.

continued on following page

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Getting down to business

Ben Kelsey, Peter Green and Colin Parsons on new initiatives in business studies in Hampshire

Business studies departments in secondary schools have not traditionally been noted as shining examples of curriculum innovation, but often as departments where the less able girls "are suitably catered for".

The reasons for the lack of curriculum development in the subject are many, but probably the most important has been the nature of the courses provided by the examination boards. Both the GCE and CSE boards have been guilty of producing a proliferation of "narrow" syllabuses, which individually do not cater for the needs of the 14 to 16 age group. In many instances these syllabuses date from the 1960s and many have not been radically reviewed since that time.

It is little wonder, therefore, that many teachers of business studies have become increasingly uncomfortable with these syllabuses, questioning the relevance of large parts of them and, in many instances, the whole design of the course.

In sharp contrast there has been a remarkable growth of business studies courses in the post-16 sector. Through the innovative curriculum provided by BTEC, RSA and CGLI, there have been major advances on a number of fronts: an increased relevance of courses; much experimentation with learning processes; staff development; and, most significantly, in the range of learning experiences confronting the student. However, these courses are not generally accessible to children in secondary schools below sixth form level.

It is the narrowness of learning experience associated with courses such as typewriting, office practice and

commerce that is the main concern. More often than not students only study one of these subjects and, even where they study a number, there is no integration. This is understandable, given the structure of the syllabuses as designed by the examining boards, but the consequence of this limited curriculum has been that young people are ill-prepared for both further education and the world of work. Further education lecturers and employers have complained that students lack a broad business education: "They can type, but they cannot answer the telephone or receive visitors and lack even the most basic business knowledge." The major thrust of their criticism is that there has been a failure to educate the whole person.

As secondary teachers have found to their cost, curriculum innovation has been severely constrained by the mode of assessment imposed by the examination boards. When some boards have initiated radical developments which produced variety in learning styles (eg the Cambridge Business Studies courses at A and O level), they have all too often found rival boards producing a "cheaper" version, which was easier for teachers to present in traditional style, less costly to implement, and less demanding on pupils.

In their defence, the boards have claimed that curriculum innovation is costly and that they cannot afford frequent changes in Mode 1 syllabuses. Yet this does not seem to have inhibited BTEC, RSA and CGLI. BTEC especially has made enormous strides in persuading colleges to accept a range of learning styles and the need for constant review and monitoring.



Pupils collecting data for the field study, Milsbourne School, Bucks

Will the products of the newly constituted GCSE boards be any better? Certainly the business studies 16-plus criteria do not suggest an optimistic outcome, and the evidence of syllabus constructions that have surfaced so far give little optimism for the future. It will require a massive effort by all those concerned with business education at the secondary level to apply pressure on the working parties, both at a national and at local board level, to effect the necessary changes.

When Hampshire's Adviser, Ben Kelsey first reviewed the work of school business studies departments three years ago, he realized that there was a need for a complete curriculum reappraisal. He established a project team consisting of representatives from schools, sixth form colleges, FE, employers, other advisers, and BMEs (acting as consultants). Their brief was to identify the needs of GCSE 14 to 16-year-olds of both sexes, and to develop a curriculum to cater for the needs of this wide ability range.

The process of review and design lasted over a year of residential conferences, lost weekends and anti-social hours, before the new "product", the "Business and Information Studies Course", was finished.

The course seeks to replace the narrow traditional skills courses with a broad integrated skills curriculum, emphasizing communications and numeracy, economic and business awareness, understanding and using the new technologies, problem-solving and decision-making, and personal and social skills. A variety of learning styles is advocated, matching the various aims of the course, central to which is a student-centred learning approach.

Because of the comparative isolation of many business studies teachers in the schools, the implementation of such a radical and comprehensive course would have been difficult, if not impossible. The project team therefore decided to work with the teachers from the 26 pilot schools of the county, plus teachers from three schools outside the county, to produce a supportive implementation and assignment pack. This process involved four residential in-service conferences where the teachers worked in local area teams to develop the materials.

The assessment strategy reflects the broad aims of the course, using a comprehensive set of assessment modes in contrast to the old limited system of essay and multiple choice papers. It discriminates across the ability range and highlights the particular level of skill achieved by the individual student. The final case study retains the integrated approach, and is designed to incorporate objectives from the twin themes of business and information studies.

The assessment of the course is divided equally between the in-course assignments and the final case study. The project team feel that the assessment design they have produced liberates the teacher from the traditional copy-book mode, and enables

them to concentrate on creating a more stimulating and effective learning environment. Frequent in-service conferences are planned and the county has appointed two part-time moderators, members of the course-team, to act as agents of "quality control". Their task is not only to look at student work, but to seek to improve the quality of the learning experience. This provision is in addition to the formal moderation required by the examination boards.

A course of this type has required a significant change in support equipment - gone are rooms dedicated to the single skill of typewriting. These have been replaced by business and information studies suites, equipped to cater for the variety of activities specified in the course. This approach is similar to that being taken in craft design technology.

The team has produced a package of support equipment, including six work stations, using BBC micros and a mini library of software. This has major resource implications for an area of the curriculum which has been neglected in many schools over the years. Hampshire and the other authorities in the scheme have given generous financial help.

County and school-based Mode 3s have always suffered from a lack of "currency". Hence to increase acceptance of the course the team sought and obtained accreditation from the AEB and SREB for O level and CSE status with double certification to match the double option on the student's timetable. In keeping with the links that are being forged through the TVET schemes, further accreditation has been obtained from BTEC for direct ladder into their General and National level courses. Discussions are in progress with the RSA for possible exemption from some elements of their courses and even a possible certification.

Hampshire have used the course as part of their successful TVET submission and a number of other authorities have used it as a model for their submissions. Peter Green, who was a member of the Hampshire Project Team and who is now Business Studies Adviser for Bucks, has piloted the course at Milsbourne School and hopes to extend this to a number of others in September 1985. It is anticipated that a twin project team will be established, linking closely with the Hampshire Consortium to ensure that the "flavour" of the course is maintained, while meeting the needs of the local school and reflecting the areas in which they are placed.

In September 1985, it is hoped to bring another 25 schools in Hampshire into the scheme and five more I.e.s.s have expressed a strong wish to join.

Business and Information Study course material is obtainable from the Education Offices, The Castle, Winchester, SO23 8UG. Price 50p + 40p postage.

Speed and accuracy

Second Teeline Workbook - Revised Edition. By I C Hill and Meriel Brown. (Heinemann Educational £2.25). This book is intended for use by students who have already mastered teeline theory and it offers suggestions and guidelines for the development of speed, accuracy and stamina. It should help to extend the vocabulary of outlines and knowledge of word groupings, helpful lists of words appear in every section of the book, along with ample practice material of varying lengths and style in fairly short pieces suitable for dictation at all speeds. If students follow the advice given at the beginning of the book, they should soon see an improvement not only in speed but in the quality of their notetaking and the accuracy of their transcription which is, of course, the main aim.

Longman Intermediate Typing Project: Going to Work. By P. Hayhurst. (Longman £2.95). As the title suggests, this textbook is designed to prepare young students for intermediate typing examinations and project work. It is organized into 10 different units of work under specific headings, and the units may be worked in any order. The vocabulary is relevant to CSE/O and YTS level at student, and should suit those in the 15 to 19 age range. The assignments are interesting, and cover all aspects of typing theory at this level, at the same time providing another means of imparting relevant skills and knowledge. Marks are allocated to every task, and each unit concludes with a ruled table which forms the Progress Record.

Mallable Copy (and how to produce it). Second edition. By Doreen Stamp. (Macmillan £5.95). As with the original Typing Mallable Copy (1973) the text is organized into 10 units of work based on material supplied by various firms and organizations in order to give the student the experience needed in producing mallable copy while dealing with a variety of realistic tasks in acquiring some flexibility in adapting to various "house styles". Some of the tasks appeared in a past LCC Pilot Secretary's Diploma examination and as the solutions at the end of each unit of work have been outlined in this edition and replaced by a few extra pieces of practice material, this book is more suitable for the secretarial student at intermediate to advanced level. It includes a few exercises in French, German and Spanish which give it a slightly international flavour.

Margaret J Harrison

Question and answer

Exercises in Economic Analysis: A Textbook of Objective Questions. By R Wilkinson, M Williams and C Treher. (Macmillan Education £3.50). This collection, by one of the most experienced chief examiners and his colleagues, consists of 10 chapters covering the common core of A level economics syllabuses agreed by all the examination boards. Every question is accompanied by diagnosis of wrong answers and justification of the correct response. Two chapters provide a sober discussion of the role of objective questions, and technical aspects of their construction.

A Macroeconomics Workbook. By GJ Stanlake and B Harrison. (Longman £2.35). This workbook parallels Stanlake's excellent macroeconomics textbook. Each part summarizes the topic to refocus the student's mind, and a wide variety of types of questions is complemented by helpfully discursive answers.

The Concise McGraw-Hill Dictionary of Modern Economics. By D Gray and Associates. (McGraw-Hill £16.50). One thousand terms are defined from the fields of economics, econometrics, marketing and statistics, together with descriptions of fourteen US and international economic organizations.

David J Whitehead

Cause and effect

The Economy and Business Decisions. By D R Myddelton. (Longman £5.50. 0582 35454 4).

It is never easy to decide how to teach economics to business studies students. An understanding of the effects of government, consumer or international economic activity in firms and organizations is an important component of both school and college-based business studies courses, but the problem for teachers is to decide how to help their students gain that understanding. The dilemma is in choosing between concentrating on establishing a good, basic macroeconomic understanding, gradually building up the theoretical model of how an economy works, and only slowly "bringing in reality", or in taking a much more applied approach, concentrating more on the impact that economic events make on the business world. The danger of the first approach is that a teacher rarely has time to apply the theory to the business world, and the economics constraint is studied in isolation from other business decisions. The danger of the second, however, is that students only look at effects and not at causes; they understand how high interest rates cause businesses to reduce investment spending, but not the factors which cause high interest rates in the first place.

The Economy and Business Decisions on the surface seems to adopt the second approach. Its title suggests this, and it is a follow-up to an earlier book in the Longman's Understanding and Decision Making by Donaldson and Clifford - which did try to look at the broad impact of government economic intervention on business activities. The author also begins by saying that it is a book "for people who are studying business decisions". However, I'm not sure that the book succeeds in showing just when and how macroeconomic events constrain business decisions. It is much more orientated towards providing an account of how the economy works.

This it does in three main parts: first by developing in some detail a model of the economy showing how the major aggregates such as Consumption, Saving, Government Expenditure and Investment determine National Income; second, by examining the major economic topics of growth, trade, money, inflation and unemployment; and third, by looking at the various policy tools which governments use to achieve their economic objectives. Myddelton covers a wide area in some detail with good illustrations and summary charts and an liberal use of statistics to back up his arguments. He has however to introduce many new concepts close together. In an early chapter for

example, we meet National Income, Consumption, Savings, Investment, the Permanent Income Hypothesis, Classical Interest Theory, the Accelerator, Capital Consumption and fluctuations in stock level - all within 18 pages. He does back the text up with extensive revision questions, short exercises and essay questions, plus a good glossary of the major terms, but even so the range of understanding required is rather formidable.

With such economic detail, the book only partly bows towards what the title suggests. There is a short industrial study at the end on the housing market. There is a good discussion of what determines investment by profit-seeking enterprises: a case study about the impact of exchange rate changes in a business, and about the impact of a shorter working week on business; consideration of inflation accounting and privatization. But the author does not always relate the topic he discusses to business decisions, especially when dealing with Fiscal, Monetary, Growth and Trading policies.

It is an interesting macroeconomic text, with a "free market" feel which would be welcome to business men, but it keeps the viewpoint of an economist looking in, rather than a decision maker looking out.

Ian Chambers

Where the money goes

Economics of Public Finance. Third edition. By Cedric Belfrage. (Pergamon £9.95. 08 028934 7).

This economic analysis of government expenditure and revenue is brought up to date in its third edition since 1969. It incorporates much new material, on the problems of controlling public expenditure, the relative merits of income tax and a direct expenditure tax, the Petroleum Revenue Tax, and on inflation and taxation.

While the text is pitched at undergraduate level, it assumes no prior knowledge of economics. Nevertheless, Professor Sandford intends his treatment to be intellectually demanding, and it is indeed rigorous, though meticulously clearly explained. In particular, he has sought to avoid adding to the "irresponsible propagation of misleading statistics".

The "taxpayers' revolt" of the last decade or so is charted, and Sandford shows how the promise of lower taxes was a potent factor in bringing the Conservatives to power in 1979, though they proved incapable of fulfilling that promise, and encountered widespread opposition to their attempt to cut spending.

Professor Sandford's judicious analysis of the alleged disincentive effect of high marginal tax rates examines both the theoretical and empirical evidence, before concluding that the majority of workers seem not to be subject either to incentive or disincentive effects.

His prognoses are uniformly gloom.

The future level of unemployment in Britain will, on average, be higher than from 1945-1970, even when the present slump is well behind us. The irrational "system" of local government finance will persist. Progress towards the harmonization of taxes in the EEC will be slow. Still, Professor Sandford succeeds in making an often dry and gloomy subject lively and intellectually stimulating.

An Introduction to British Economic Policy. P G Hare and M W Kirby. (Wheatshaf £15.95. 0 7108 0711 2. £4.95).

Twelve articles pitched at bank review level make up this volume on the central issues of economic policy in the UK in the early 1980s. An unusual feature is the inclusion of papers by a political scientist, an economic historian and a sociologist, whose insights complement those of the economists. I suspect that very few school students read this type of publication, even though they are part of the editors' intended audience. The collection is likely to be valued most by college students wanting some data with which to embellish their applied essays. Each chapter has a long list of references, some questions for discussion, and suggested further reading: all boons for harassed students.

The editors divide the papers conventionally into macroeconomic and microeconomic policy issues, and most of the contributions are unexceptional. The most penetrating piece is "Industrial Policy in Britain" by

Maurice Kirby, in which he analyses the nature of British industrial weakness, and examines various possible strategies, including the unorthodox "anti-centrist" attack on wasteful national projects such as Concorde and the civil nuclear power programme. Other macroeconomic issues discussed include management, unemployment, inflation, monetary and exchange rate policy, while Part 2 concentrates on investment policy, labour supply and job creation schemes, deindustrialization, the nationalized industries and competition policy.

David J Whitehead

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Profit and loss

The Structure of Business, by M M Lawton and J Maguire (Hulton Educational £3.85) has now reached its third edition, which has made it possible to revise some of the details of economic and governmental changes, and to adjust the text to the LCC's amended syllabus for the Private Secretary. It is not entirely clear why the general editor should seek to confine the influence of the volume to private secretaries rather than commercial students as a whole, but no doubt he has his reasons. The text is in two parts: "The Business Environment" and "The Organisation at Work". There are test questions without solutions.

The case-study approach is hardly new. In *Introducing Business Studies* (second edition, Macmillan £5.95) Joseph Chilver seems to be under the impression that it is revolutionary. And why on earth Carol should give her boy friend change for a £5 note in exchange for £1 (generously repeated the next day) isn't explained. I suspect that it had more to do with personal relationships than business studies. This is certainly not to minimize that value of case studies, of course, and Mr Chilver makes very effective use of them in the rest of the book. There are also three in-tray exercises to ensure reader participation. This volume will be useful for RSA, LCCI and O level students.

Originally published by Cassells, *Business Calculations* by K R Bishop

(second edition, Holt Rinehart & Winston £3.50) has been updated to take account of modern methods and techniques, and should meet the requirements of the new BTEC General Award. Part I covers the basic principles of arithmetic, metric and imperial systems currently in use, percentages, averages, and the presentation of information. Part II is concerned with application to bank accounts, wages and national insurance, income tax, buying and selling, loans and hire purchase, household expenses and insurance. It is assumed that the student will have some experience in the use of calculators and computers. Exercises are provided, with solutions at the end of the book.

Although *Numeracy and Accounting* by Joseph Chilver (Macmillan £5.95) deals with the basic business calculations, it is also a useful introduction to book-keeping and accounts, covering ledger accounts, trial balance, profit and loss account and balance sheet, and extending the subject to cash flow statements, interpretation of accounts, and the purpose of charts and graphs. There is an interesting section on "Solving Business Problems" in which case studies are provided. Solutions are given to examples in the text, and a separate booklet containing guidelines for assessment is available. It was particularly impressed by the common sense attitude towards electronic aids, for, however sophisticated they may be,

they are still dependent upon human beings for the information fed into them. This text can be recommended for BEC National Level Common Core Module, and indeed for similar relevant courses.

Many teachers of statistics seem to regard the subject in a vacuum, as though it had little to do with ordinary life. Paul and Geoffrey Whitehead, the authors of *Statistics for Business* (Pitman £3.95) define statistics as "a range of mathematical techniques for analysis of problems in the real world". I am in complete approval. Although this book will prove suitable for beginners, it can be recommended to more advanced students, for it is surprising just how far the text takes us with problems in the real world. Solutions are provided to questions and there is an Appendix of Assignments. This book will be more than adequate on BTEC, LCCI, RSA, O level and CSE courses. Real value for money.

As someone who has spent years in the study, practice and teaching of accountancy and in coping with student difficulties, I am dubious about the title of *Accounting Made Simple* by Joseph Semini and Wilfred Hingley (second edition, Heinemann Educational £3.50). It is true that the reader is taken step by step through the course, but accountancy can never be all that "simple", however graduated the steps; particularly when the student becomes involved with consolidated accounts. This volume, though, merely introduces both financial and cost accounting, with a final chapter on "Published Company Accounts", and constitutes a suitable text for first-year students. There are two sets of exercises, but solutions only to the first series.

I have already reported favourably upon *Practical Foundation in Accounting* by Harry Johnson and Austin Whittam (Allen & Unwin £6.50) when it first appeared and have no reason to change my opinion. This second edition maintains the emphasis upon practice rather than theory, and admirably covers the ground for professional foundation courses. The text has been revised to meet the requirements of the Companies Act 1981; chapter 19 has been re-written to include redemption and purchase by a company of its own shares; and chapter 22 has been expanded to deal with cash budgeting. There is a separate Students' Solution Manual (£3.95) of fully worked answers, and a free Teachers' Solution Manual is available.

For the fourth edition of Frank Wood's two classic texts, *Business Accounting, Volume 1* (Longman £5.50) and *Business Accounting, Volume 2* (Longman £5.95), changes have been made to meet the requirements of examination syllabuses. For instance, some chapters previously in Volume 1 have been switched to Volume 2, and new chapters on Funds, Flow Statements and Interpretation of Accounts, plus 100 multiple choice questions, have been incorporated in Volume 1. Finally, the balance sheets have been presented in the style upheld by the Companies Act 1981, though this reverses traditional British procedures, but is less confusing. There is an excellent Appendix on Examination Technique (invaluable for students) and solutions are supplied for the exercises. Volume 2 has also been revised to bring it up-to-date with the latest requirements. It covers the more advanced consideration of Stock Valuation, Company Accounts, Investment Accounts, and Consolidated Accounts. Throughout the text the vertical format is used for final accounts. No better textbooks are available.

An *Introduction to National Income Accounting*, by David King (Edward Arnold £4.95), is based on the Blue Book and Mr King attempts to explain the meaning of the main items of National Income and Expenditure, though he warns us that some of the definitions "are apt to alter" and that published figures are subject to revision in later years. It is an informative book and at the very least Mr King should be awarded the CBE for his efforts to straighten out the national economy, though our civil servants are unlikely to be influenced by his sapient comments.

Howard Sergeant

Counting on computers

Computers Mean Business. By Jacquetta Megarry. Kogan Page £12.95. 0 85038 819 8. Pp. £2.95. 0 330 38448 7

The target audience for this introductory book is people interested in using computers in a business environment. No previous knowledge is assumed and the book is designed to enable readers to choose their own path through it.

After an overview of hardware, software and computer systems, the book looks at the basic business applications of word processing, data bases and accounting. After a rather brief look at software options including integrated software, there are useful approaches to acquiring hardware and software, with some splendid fictional company names.

The chapter on programming could well be avoided by almost everyone as it is an impossible task to convey much of the flavour of the activity in so short a space. Good chapters on managing resources and people in the computer age are followed by an unsatisfactory attempt to look into the future. Jacquetta Megarry shows herself to

be a skilled communicator and a book is an easy and enjoyable read. I prevent the reader from accepting everything too easily, there are frequent self-checks which often lead to understanding quite deeply.

Although the book looks like a collection of colour supplements and lacks, without the photographs, the author has a knack of slipping in telling phrase or comprehension which suggests a deeper purpose than providing cocktail party fodder.

This ability to inspire less knowledgeable people to talk about the material should commend the book to those business studies teachers who are worried about the impact of information Technology on their subject. The communication skills, particularly the ability to draw out what points, should make it a worthwhile read for those computer studies teachers whose pupils do not demonstrate these skills in public examinations.

The Glossary of terms adds something to the glossary of the glossary, but the glossary of the glossary adds something to the glossary of the glossary. Paul McGee

Business matters

Background to Business. By A R Leal (Longman £3.95). One of a series of books specifically designed to meet the syllabus requirements of the LCCI secretarial examinations, this is a second edition which has been completely rewritten to incorporate the changes in the syllabus. It contains several new features including press clippings; case studies to consolidate the material presented in earlier chapters; model answers to give students an indication of the type of answers

Commerce Today. By W G Skinner (Hodder and Stoughton £4.25). In its fourth edition, the text has been updated, as have most of the tables, graphs, statistics, and examination questions. New material has been added, especially to allow for legislation on consumer protection and companies, and for changes in the stock exchange, banking, and other branches of commerce. Liberally illustrated, and written in an easy style which should appeal to examination and non-examination pupils alike, it assumes no previous knowledge of the subject, and is an excellent basic reader for CSE, RSA, O level and BTEC General, and a sound introduction to courses at BEC National level.



expected; sample projects to illustrate the level required; and a section of press clippings at the end of the book to reinforce earlier material and encourage students to keep abreast of current affairs. Past examination questions appear at the end of each chapter, and the text has been considerably expanded in the hope that students will be able to use the book with minimal guidance from the lecturer. (There is available a 60-minute cassette tape to accompany this book, price £3.25).

Margaret J Harrison

By example

Case Studies in Business - A Skills-based Approach. By Sheila May. Pitman £4.95. 0 273 01941 4.

By using case studies, teachers are encouraging their students to develop a range of important skills: the ability to observe and record information about a problem; to analyse that information; to devise a solution to the problem and to present that solution in a convincing way. If the case is being studied in groups, the students are practising inter-personal skills as they argue and compromise their way to a decision. These skills lay at the heart of Sheila May's *Case Studies in Business*, which sets out to provide business studies students, and teachers, with a best practising approach towards case study material.

In the first part of the book the basic case study skills are outlined and encouraged by simple exercises and

self-check sections. We are shown how to isolate key information, separate facts and opinions, identify the problem, determine the essential facts, evaluate the possibilities, and make the decision. The book then concentrates on the different methods of presentation of case studies that might be used: written, oral, visual and the case study examination. The reason for this is that the case study is a valuable tool to students of case study. The second part of the book is made up of a number of case studies taken largely from the various examination boards which set a case study paper. Useful notes are included for the few cases to show the way students can put their case study skills into practice, and from then on the students are left on their own to analyse the cases for themselves. It is a very practical and readable book.

Jan Chapman

Making mind maps

Management in Action. By Peter Lawrence. Routledge and Kegan Paul £5.95. 0 7100 9908 8.

The Skills of Management. By W David Rees. Croom Helm £14.95. 0 7099 2267 1. £6.95. 2266 3.

Systems, Management and Change. By Ruth Carter et al. Harper and Row £3.50. 0 06 318272 6.

Train the Trainer. By Michael Birkenbihl. Chartwell-Bratt £10.00. 0 86238 045 6.

While many management texts exist which present the work in formal terms, emphasizing the common functions of management (planning, decision-making, control, etc) and the common skills, it is important to recognize that the reality of management is less uniform. *Management in Action* is a stimulating and useful study of what management actually does; more especially it looks at what production managers in Britain do, and sets up an interesting comparison with their German counterparts. Based on a series of interviews and studies in Britain and Germany, the book looks at how production managers would spend a typical day, and how they deal with some specific problems that are common to many managers - industrial relations problems, late delivery, relations with other departments, investment decisions and the effect of changes in the economic environment.

Management is shown to be very much about communication and working with people, and while British

managers seem to do more of this through formal meetings than the rather more ad hoc German ones, overall they perform very similar activities and distribute their working time in similar ways.

The *Skills of Management* also emphasizes the variety of management styles that can exist when managers perform similar tasks such as delegation, communication, motivation, selection and industrial relations. What a manager does is influenced by the type of technology that an organization uses, the size of the organization, how his role relates to other functions in the organization and whether the management is working within the private sector or the public sector. The author takes a more traditional approach than Peter Lawrence, using anecdotal illustrations and concentrating on theoretical concepts, but he tackles the question of what managers do in a clear and careful way.

The sub-title of *Systems, Management and Change* is "a graphic guide" and certainly this "Open University" text the design input is as important and perhaps better than the management input. The theme of the book is how managers can exert influence on what the authors call the "messiness of change" by first recognizing the system they are operating in, analysing that system, and, perhaps most important of all, bringing about change by preparing the ground carefully and gaining the support of the system to implement the change.

I found the first part of the book "a hotch-potch of facts and illusions, and

of symbols and images that each say particular things quite clearly, but hint at many others". This is in fact how the authors describe the feeling one faces in the first stage of analysis, so I wonder if the opening chapters were deliberately confusing. But the section on creative thinking (where the problem: "In our supermarket 1 in 10 egg boxes can't be sold because of cracked eggs" leads to some excellent mind maps) was much clearer and the sections on groundwork and implementation were also stimulating. The graphics throughout are very enjoyable.

Returning to management in Germany, Michael Birkenbihl's *Train the Trainer* was originally written in German and provides a manual for another aspect of a manager's job, training other managers. It is produced as an introduction to the psychology of learning for managers who have had no training as educators, and also looks at the skills needed in running seminars and using video. A slightly disjointed style tends to distract the reader, but the concepts and techniques covered in an interesting and original manner. I liked especially his communication exercise where students have to describe a picture to each other without any feedback being allowed; among other items in the picture was a tombstone and a nude girl but the communicator would invariably omit these items so that the message soon became distorted. *Train the Trainer* contains ideas useful for both managers and teachers.

Ian Chambers

Problem solving

Economics - A Student's Guide. By John Beardsley. Macdonald and Evans £8.95. 0 7121 0598 0.

Investigating Economics. By Tony Hoeking and Robert Powell. Longman £6.95. 582 33375 0.

Economics - A Student's Guide provides comprehensive coverage of A level economics syllabuses, and extends beyond A level in some respects, as in the section on welfare economics.

The book, large but in size (246 x 189mm) and length (708pp), divides into three parts. Part one deals with the fundamentals of the subject and with its basic vocabulary; parts two (microeconomics) and three (macroeconomics) develop the main areas of the subject. Within the 44 chapters, there is a graduated approach to learning so that the level of difficulty increases as the chapter develops. This approach should enable A level students to progress steadily through the text. At the end of each chapter there are summaries to assist revision and questions to test understanding.

Reading is made pleasurable by an attractive page layout and printing style but the enjoyment of some may be diminished by a style of writing which favours personal pronouns, as for example, "The reason we study... is so that we shall be better informed." Women readers will certainly

be annoyed to discover within the text a male monopoly of sole traders, entrepreneurs, factory workers and units of labour.

When an opportunity occurs to consider revisions, the quantity and quality of questions at the end of the chapters should be examined. The present mixture of short answer and longer answer questions could be refined by a division into a separate group to test understanding of the chapter content; and a second set comprising data response and essay questions including examples from recent A level papers. Nevertheless, this book deserves serious consideration for use on A level economics courses.

Investigating Economics was published originally as a textbook for school courses in Australia and this edition is an adaptation and revision of the Australian second edition. The publisher claims it is suitable for A level and equivalent examinations. The emphasis of the book is on problem-solving and in pursuit of this commendable aim problems are scattered throughout the text. It has a tripartite structure: the first part forms an introduction to the subject; part two comprises fundamental concepts and the framework of economic institutions in the UK; and in the third part, contemporary economic problems in the UK and abroad are considered.

The text has an attractive appearance but readers will quickly note how

far out of date are the statistics used in the figures and tables. None extend beyond 1980 and some end at 1978. In addition, despite 432 pages of text, the coverage of certain A level syllabus topics (such as the theory of distribution) is sparse. In some others (such as government spending) there is an imbalance of too much description and insufficient analysis.

Teachers will be interested to see the problem-solving approach in this text, but the out of date statistics and inadequate A level syllabus coverage will disappoint.

D J Thomas

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Dr Alan Williams, Cambridge Institute of Education,
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Moat control

Fletcher's Castle
Cassette (£9.95) and disk (£12.95) for
BBC Micro and RML 3802; cassette
only for Spectrum.
Published by Fernleaf Educational
Software, Fernleaf House, 31 Old
Road West, Gravesend, Kent DA11.

The Norman Conquest and castles are two classic elements in the middle school history syllabus and they have remained so because children in the 8 to 13 age range find them dramatic and easy to grasp. Educational resource material on these themes is plentiful and often good, whether prepared for class, group or individual activity.

Fletcher's Castle sets the problem of building a timber moat and bailey castle in 10 days with a limited number of soldiers and workers available. Saxon raiders threaten the buildings. Simon Fletcher will lose his land if the castle is not completed within the time limit. It is a matter of choosing a site, selecting the tasks to be done and allocating the work force.

Beyond the broad framework there is little historical content. The picture of the castle that is displayed in the monitor is dingy and certainly adds nothing to the child's appreciation of Norman construction techniques; nor is anything further added to their knowledge of Norman soldiers or Saxon workers. The "Saxon" raiders who can delay the building process, are all too familiar from other computer games. They add tension but hardly deepen understanding of ruler and ruled in the immediate aftermath of the Conquest.

The program is justified by its producers on broader educational grounds as helping language development and logical reasoning among a small working group. There is some support for this. Choosing a site from the map does involve contrasting good and bad features at a number of points. Unfortunately no way is provided by which children can check their ideas against those of the program designers. Nor is it clear whether the choices they make will affect the pace of building. This is singularly frustrating.

The allocation of soldiers and workers to different tasks certainly involves discussion and the logic is implicit in the choices made. The speed of construction and the number of hazards - raids, accidents, food shortages, absentee workers, etc. - are affected and will govern success or failure. A potential benefit, not pointed out by the makers, is the testing of numerical skills in a friendly environment.

The program should maintain most children's interest for the couple of runs it generally takes them to absorb the necessary strategy for success. This despite the lack of any good visual stimulation and the total absence of sound effects. The pity is that it offers little more than much less explicitly educational software, while adding virtually nothing to historical understanding in an already overcrowded market.

James Bromwich

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The war game

Do open-ended historical games distort events? Gorman Stafford and John Tuey look at a new simulation exercise on the First World War



1914
Available on cassette or 40/80 track
disk for BBC B with OS 1.2 (and
BASIC 1 or 2)

£15 + VAT
Netherhall Software
Cambridge University Press.

The campaigns in Belgium and northern France in August and September 1914 provide the setting for this sophisticated exercise in generalship. German war aims are clear. France is to be invaded and defeated and the war in the west is to be over in six weeks. British and French aims are to prevent this happening.

Students are divided into three groups representing Britain, France and Germany. Each power is presented with three possible options for each of six situations arising from the German invasion. Decisions are made independently and each group must be able to see the screen out of sight of the other groups. Each country is provided with individual, detailed information and an objective view of the merits of each option on information sheets which may be copied from the accompanying booklet. In all, over 1,000 option combinations are offered over the six stages.

The action begins at Liège with the Germans holding the initiative, proceeds south of Brussels to St Quentin and then to the River Oise. Paris offers the major prize and the action concludes at the Marne. The German leadership is forced to choose between speed, the effective mopping up of surrounding areas and the inclination

to pause, re-group and await reinforcements. Counter-attack, grim defence, retreat and recommitment are the choices facing the Allies.

Each decision receives a mark, a comment and a personal message from the general. The scoring is complex and marks are awarded for the quality of the thinking which prompted the decision, rather than for its military outcome. Actions taken by other countries do not alter the marks scored, although the judicial comments clearly take this into account.

4 The game ends with the reminder that this campaign resulted in 880,000 men dead, wounded or missing. The charge which remains unanswered is that computer games of this kind trivialize profound events.

Comments cover a range of verdicts from "Good Thinking" to "Criminal Decision", the latter being the response to a French decision to surrender at the Oise. The burst of battle noises which accompanies each event becomes irritating. Apart from the use of a teletype style for messages, the simulation uses straight text displays. The charge that open-ended historical games distort events and quickly become fantasy is met in two ways.

Aide mémoire

with real data. Their theoretical understanding is not tested inductively, and they obtain scant practice in simple techniques for testing hypotheses. This database revolutionizes possible classroom strategies. Within a matter of minutes, calculations may be carried out to answer questions such as: "What has been the annual growth rate of real GNP in the UK during the past 20 years? How has this compared with Japan, the USA and West Germany?" The database comprises national income and related data for 25 countries for which data are available. A "data manager" program provides the facility to update the information for each country, and a "utility program" for carrying out calculations on the data and for testing hypotheses.

The countries include the major Western industrialized economies, also Guatemala, India and the Philippines. Numerous variables are available

for each country, including for example government expenditure, consumer price index, exchange rate, money supply and unemployment rate. The manipulative programs include applying the four rules of computation to two variables, multiplying or dividing by a constant, taking the first difference of one variable linear and lagged linear regression, calculating the mean and standard deviation for any variable, displaying the data.

The accompanying teacher's booklet provides helpful exercises with the database, which potential users would be well advised to work through methodically in order to gain some impression of the scope and flexibility of the program. One problem with the presentation is that it is not possible to screen two countries' statistics simultaneously. In order to make visual comparisons, two sets of data must be obtained via the printer and then manually collated. Also, the data display prints in two columns, with even years in one column and odd in the other, which makes reading the data difficult. This 1984 package has data only up to 1981, though annual revisions should ensure that the statistics will never be more than three years out of date.

David Whitehead

TOUCH SCREEN

The Microelectronics Education Programme and Microview this week launched the first touch screen aimed specifically at education, (see page 11) and at a price which is somewhat lower than equivalent screens: £210 plus VAT. MEP are providing an introductory package of software to go with it, but obviously its ultimate success depends on encouraging publishers to produce software which in future can be used with the device. In fact it is another one of those chicken and egg situations which so bedevil the advance of technology.

The new touch screen has yet to prove itself and there must be doubts how far it is an advance on other alternatives to the QWERTY keyboard such as overlay keyboards and lightpens. Mike Bostock of MEP doubts whether the touch screen will replace these devices, but envisages that it might well be used in different ways or alongside them. One advantage it has is that it can recognize the size and shape of objects. It would theoretically be possible to hold up an object to the screen and be told that it was, for example, a triangle and not a square. It is also possible to draw on screen using a finger or other object.

COMPUTER SURVEY

Eighty-five per cent of secondary schools plan to buy more hardware in the next two years and 93 per cent to buy more software. One of the main priorities is to introduce or extend networking. More schools want micro than any other hardware item, with disk drives being the second most sought after item. Wordprocessors and CAL software are the most wanted software products.

These are some of the results of a survey of microcomputer use conducted by the Microelectronics Education Programme and the BBC in schools in England, Wales and Northern Ireland.

Among other findings the survey report says that 98 per cent of secondary schools now have a microcomputer, the two most popular types being the BBC model B (77 per cent) and the RML 3802 (62 per cent). Almost all schools (91 per cent) have printers and just over half (56 per cent) have graphics. Over half of all schools indicated that they intend to phase out cassette players in favour of disk drives. A large majority of schools (89 per cent) said that micros were available for use by all departments. Science and maths were the heaviest users of microcomputers (65 per cent and 56 per cent respectively).

Commercial purchases were the main source of software (81 per cent), with teacher-written software coming next (80 per cent) and software from other teachers and schools coming third (78 per cent).

16-BIT DEVELOPMENT PROJECT

The Microelectronics Education Programme is inviting bids from software producers for its first 16-bit development contract. In a letter to publishers Richard Fothergill, MEP's director, says that schools are now beginning to buy 16-bit machines and MEP would like to "stimulate the production of software that uses the capabilities of such machines". MEP has no preconceptions about what the first package should do, but wants ideas to be "original, relevant and useful to 11- to 16-year-olds. It must also clearly demonstrate the superiority of 16-bit technology over 8-bit".

Proposals don't have to be for implementation on any specific machine, but the letter says that Research Machines Ltd will give an RM Nimbus, the new 16-bit computer, to the successful bidder if they want to implement their proposal on that machine and Microview are offering their new touch screen to go with it. Proposals have to be in by April 15.

bits

briefings

radio & tv

SUICIDE

The taboo subject of teenage suicide is explored in an unsensational but very moving radio documentary, "You Can't Change Your Mind Later", to be broadcast tonight on Countydown, the Guildford-based independent local radio station. Revealing that one of the commonest means used by teenage suicides is an overdose of prescribed tranquillizers, it also gives a warning to teachers to be on the look-out for warning signs such as withdrawal symptoms and unexpected tears or aggression.

For schools

JOB BANK

(Mon 9.15, Tues 11.40, BBC2)
What is it like to enter the family business? What are the demands such work makes on young people? This programme for 14 to 18-year-olds looks at the advantages and pitfalls.

GENERAL STUDIES

(Mon 11.42, Wed 11.39, BBC2)
"An alternative way of healing" is a new two-part unit for general sixth forms, examining the issues raised by alternative medicines such as acupuncture, homeopathy and hypnotherapy.

VOIX DE FRANCE

(Monday-Friday
00.30 VHF4)
"La France des affaires", a five-programme unit with a bias towards business, precedes a group of informative programmes for sixth form students. Topics here include minorities, the arts and Jacques Prévert.

JUNIOR DRAMA WORKSHOP

(Wednesday 11.20, VHF4)
"Islacca Island", in four parts, creates adventures on a fictional island and encourages 9 to 11-year-olds to learn from the broadcasts and make up their own drama sequences.

HOW WE USED TO LIVE

(Wed 11.39, Fri 9.47, ITV)
The First World War is over but flu epidemics claim more people in seven months than the war did in four years. The Selys and the Holroyds do not escape. Eight to 13-year-olds learn how they pick up the pieces and start new lives. Computer programs accompanying the series are available from Yorkshire Television.

MIDDLE ENGLISH

(Thurs 9.30, Fri 11.22, ITV)
"Words Joined Together" is a programme of poetry written by children from a Merseyside housing estate. Their poems are linked by their own commentary and reflect their experience of life on the estate.

EVOLUTION

(Thursday 10.40, ITV)
Sixth-form biology students have the chance to see two films which study living organisms with a view to finding evidence of common ancestry. This week structural and behavioural homologues from vertebrates and invertebrates are illustrated.

LIVING LANGUAGE

(Thursday 14.20, VHF4)
A three-part story for 9 to 11-year-olds, "Harry Pay the Pirate", from the book by Robert Nye.

ENGLISH FILE

(Friday 14.30, BBC2)
"Media Studies", a bank of programmes for 14 to 17-year-olds, examining the power of the visual image, looks first at the way a newspaper front page is constructed.

MEDIA

Welsh dialectic

Kenneth O Morgan looks at Channel 4's unusual presentation of Welsh history



The Dragon Has Two Tongues
Channel 4
Wednesday 8.00pm.

The past has become one of Wales's few growth industries. As its industrial base contracts and its precious culture crumbles, Welsh historians have turned with renewed zeal to the analysis of former glories or defeats. Enshrined in monuments such as Big Pit, Blaenavon, or the defunct lead mines around Aberystwyth, Wales seems in danger of becoming a kind of museum or nature reserve, in which history serves actually to reinforce the collective loss of memory. Even the Welsh miners are evidence of this prevailing historical nostalgia. At times, the present strike has seemed to have more to do with 1936 than with 1984.

Television has added to the flood of historical works, first with DAI Smith's excellent series for BBC2, and now with Wynford Vaughan-Thomas and Gwyn A Williams's 12-part series on Welsh history from the prehistoric Celts to the present day, screened for HTV and Channel 4.

The prospects seemed promising. Gwyn Williams is a neo-Marxist historian of unique wit, originality and flair. Wynford Vaughan-Thomas is a famed elder statesman among mass communicators. In addition, each presenter has written an attractive book simultaneously with the television series. (Both reviewed on page 31.)

And yet the series to date may not have fulfilled all the hopes entertained. It has been deliberately designed as a kind of prolonged dialectical argument between Vaughan-Thomas, representing a form of Welsh establishment blandness and stressing the national continuities down through the centuries, and Gwyn Williams as a sort of revivalist proletarian bard. Savonarola and Arthur Scargill rolled into one spontaneously combustible Celt. He views Welsh history rather as a saga of "brutal ruptures" inflicted by Romans, Saxons, Normans, Edwardian capitalists, Tudor gentry, industrial capitalists and war-mongering multi-nationals, with the poor bloody

Welsh always the losers.

This method of presenting an extended treatment of Welsh history might have come off. In fact, it has focused less on the Welsh past, and more on the personalities of the two presenters, as they banter and mock-argue their way past landmarks of Celtic history, seldom reaching common ground or even appearing seriously to listen to each other.

The first episode was almost a shammy. Wynford appeared, almost in caricature, first planned rock-like among sturdy prehistoric cricketers, then chugging sedately down the Neath canal, meditating on the solemn continuities of his nation's heritage. Gwyn, by contrast, like some misguided missile from Dowling's Top, was first hurled down a pit shaft, then shot up into the air in a helicopter, all the while gesticulating and shouting. The episode ended with an extraordinary air-lift encounter between the two beside the Uffington horse on the

Berkshire downs. It reminded one somewhat of the former Welsh comic series, *Fo a Fe* (Him and Him), a Cymric version of the Two Ronnies.

Things certainly improved a great deal after that. Vaughan-Thomas was allowed to appear as a normal, sympathetic human being, hiking, riding, sailing, recalling in charming fashion, in the "Rebecca bar" in a Pontardulais pub, an ancestor's illegal role in the riots against the tollgates in the 1840s. Gwyn Williams surfaced time and again to deliver some brilliant broadsides on all topics, from Romano-British culture (on which he had some very acute things to say) to the roots of early Methodism.

On the Jacobin upsurge of the "alternative radicalism" of the 1970s, he was always challenging and controversial. But he, and the series, were handicapped by a decision, taken elsewhere, to transform him from the delightful, learned, generous human being he is in real life into a ranting

demagogue, capable of moderate utterance only with some difficulty.

Both the Vaughan-Thomas theme of continuity and the Williams thesis of permanent revolution (or rather failed revolution, from Macsen Wledig in 383 to Gwynfor Evans in 1966) are taken to extreme - and absurd - lengths. Vaughan-Thomas has to find serene rather desperately, even in the dynastic bloodbaths of the Dark Ages. Williams is led to introduce terms like "colonialism", "apartheid" or "people's wars", anachronistically, into the distant past. Groups of Welshmen in history who might be claimed to have been successful, in the 18th century gentry, 19th century nonconformist liberals, almost all Welsh-language poets, receive severe treatment.

At times, the views offered are monstrously unfair. The caricature of "Mabon", the Rhondda miners' leader of the 1880s, was a slur on the proud ethos of the "Lib-Lab" miner, which dominated the Welsh coalfield down to 1914. King Arthur (the sixth-century one) fared much better.

Links between past and present, often illuminating, are sometimes strained. Blending the 1839 Chartist march on Newport with the 1982 "March for Jobs" in that town, ending with a blaze of gunfire (which Professor Williams mercifully survived) may be thought a trifle artificial.

The photography is always sensitive and superb, especially of the countryside and the west Wales coastline. Individual cameos, such as a Baptist total immersion in the river Towy, are often dramatic. Gwyn Williams can never fail to be compelling and convincing, nor Wynford Vaughan-Thomas to be eloquent and endearing. Their efforts will give immense pleasure to many in Wales. But, since Welsh history now rightly claims its proud place in the syllabuses of schools and colleges, it may be hoped that this temporary metamorphosis of two master communicators into Welsh windbags of an evening effect. Otherwise that really will be the end of History as we know it, another bleak case of "For Wales - see England".

Eskimo life

SCHOOLS TELEVISION
Eskimos. Zig Zag
BBC 2, Mondays 11.00-11.20am;
Wednesday 2.40-3.00pm

As the wind howls over the Arctic wastes and snow drifts ominously under a lowering sky, teachers and pupils can relax in the knowledge of some informative and interesting viewing from the excellent Zig Zag series. Well timed to coincide with a cold winter and a stimulating exhibition at the Museum of Mankind (London), the new unit looks at the geography, lifestyle, history and current economic position of the Eskimos, with the help of Anna Hansen, a visiting Canadian Eskimo radio personality.

There are six programmes, containing much fascinating information, among which you can find out that the name "walrus" is a corruption from the Norse "Whalehorse". There is only one piece of misinformation: "Inuit" should not be synonymous with "Eskimo". Of the 100,000 people whom we would call Eskimo, those north of the Bering Strait would call themselves by some variant of that name, but the large majority of whalers in south west Alaska hail from a different migration of Mongolian peoples across from Asia. The series thus does deal with the lives of Inuit, but not all Eskimos.

The first programme looks at the climatology of a cold desert, and explains the long winter's night and endless summer day, cleverly using a torch and a globe in an experiment easily replicable in the classroom.

The second programme takes us on to the human inhabitants and, introducing some old film of Eskimo life which recurs throughout, very skilfully mixes glimpses of actual trugoes over snowy plains and huskies trotting with

human values of Inuit society, the cosiness of the sleeping platform, the snugness of the fur clothes, and the Zig Zag presenter brings out the technical aspects of their manufacture.

As the third and fourth programmes show, however, the harsh regimes of the winter are broken by lighter-hearted habits in the summer. Snow-holes give way to skin tents, fish are caught and berries gathered, the caribou hunted and sledge dogs turned into pack animals.

Other dimensions to Inuit life are shown. Who would ever have thought of making a sled by deep-freezing fish and rolling them in cloth to form the runners? But then, there is no wood in the Arctic, and the only trees grow sideways to withstand the wind. It is constant stress on details like this which makes Zig Zag so successful.

The fifth programme in the series shows modern Eskimo children, who now all live in wooden houses, flying kites and sliding down slides in snowstorms. The equality of the sexes, despite division of responsibility, is stressed, but one must hope that not all the old ways, with their independence with nature, affectionate warmth and keen enjoyments, are lost.

Victoria Neumark

The Inuit Eskimo exhibition at the Museum of Mankind will be reviewed on next week's Resources page.

Granny bond

CHILDREN'S TELEVISION
Supergran
ITV, Sunday, 4.30pm.

In the past few years Supergran has been doing for the more-than-elderly rather what Adrian Mole has for spotty adolescents. More than half a million copies of Forrest Wilson's stories have been sold in paperback, and, although to date Methuen have disposed of nearly three times as many copies of *The Secret Diary of Adrian Mole* and the boy himself has stormed both Radio 4 and the West End, it is Supergran who has been accorded the 22m television "superstatus".

But even "Tune Tees" Television, whose proud baby it is, admits that there is not much similarity between the stories and their series. Adaptor Jenny McDade has parcelled the former into the latter with more of an eye for comedy and spectacle than faithful adaptation. Thus Granny Smith, an ordinary Scottish OAP until she is accidentally hit by a mysterious blue beam, flies what is called a Skimmer - a sort of cross between hovercraft and

clapboard garden shed - is adept at balancing on her flying saucer and Anti-Gravity Belt in situations where more ordinary old ladies might sport an extra cardinal.

As a behind-the-scenes documentary which preceded the series demonstrated, elaborate special effects sequences are needed in every episode to allow actress Gudrun Ure to achieve all this. There are stunts, acrobats, models and sophisticated video tricks. There are also guest stars including George Best, Spike Milligan, Lulu and Irene Handl in some episodes.

What there isn't, unfortunately, is much of the firm underpinning which even a comedy/drama series needs. There is never so much as a glimpse of the little old lady relaxing with a cup of Ovaltine or collecting her pension. In an adult series this would be a grievous weakness. In a series made principally for children, it is not quite so serious, although surely such quieter domestic moments would only intensify the effect of the stunts.

Hugh David

4 Television Programme Recording

Tapes Available for Week Commencing Sunday 3rd Feb 1985

Sunday 3rd February
13.30 The Business Programme
See code F
Tuesday 5th February
15.45 Years Ahead See code B
Wednesday 6th February
18.30 The Living Body Massagers
See code E
20.30 Diverse Reports See code B
Friday 8th February

19.30 Right To Reply See code A
20.30 A Week in Politics See code D
21.15 The Sonnets of William Shakespeare See code D
Saturday 9th February
13.00 Everybody Here III See code C
19.30 Shape Of The World See code B
For More Information Contact
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

Stretching the resources for Russian

Peter Eustace describes the initiatives being taken by one I.e.a.

It is an interesting reflection on the state of modern languages in this country that we can refer to Russian (the official language of about 250 million Soviet citizens) as a "minority language". Minority languages, we frequently hear, are struggling for their existence in our schools. I would argue the need for more positive support for the teaching of languages as important as Russian; and that, notwithstanding the role of individual schools or the Department of Education and Science in these matters, the major initiatives need to be taken by the local education authorities.

In this article I shall try to describe some initiatives taken in one I.e.a.: central to the success of these initiatives has been the commitment of the people, mainly teachers, who have been involved in the developments described.

Galina Petrova is the head of school no. 19 in Moscow. In September 1983, she came to Sheffield as an exchange teacher to a school whose head of Russian had, with the support of the I.e.a., enjoyed a similar exchange five years before. Galina's exchange partner, the other teacher of Russian in the school, had a timetable which included some teaching of French, which of course was not required of Galina. Instead, the French was taught by an extra part-time teacher, paid by the I.e.a.

This not only meant that Galina had a less frenetic timetable than her predecessor in 1979, it also enabled her to be used as a resource for other classes in that school and indeed in ten other schools (primary as well as secondary), mainly giving talks in English on aspects of Soviet life and responding to questions.

Galina was highly conscientious and generated a great warmth and friendship wherever she went. Before her departure in December 1983, she was guest of honour at a "Russian-flavoured social evening" sponsored by the Modern Language Association and Association of Teachers of Russian, when more than 100 friends came to thank her and bid her farewell. The head of Russian at her host school

knew that she achieved a great deal not only for Russian learning but also in helping to dispel some of the prejudices and misconceptions about her country and compatriots.

For language work or for more general cultural studies, the presence in our midst of "real live Soviets" does seem crucial, and this requires a commitment by the I.e.a., to exploit either the exchange teacher scheme or the recently-introduced Central Bureau Programme for Russian-speaking foreign language assistants.

Sheffield is employing one of the three such assistants working in Britain this year. Viktor Kravchenko has come to us from a pedagogical institute in the Ukraine; at 51, and a grandfather, he is somewhat more venerable than our usual FLAs, but no less lively and, of course, much more knowledgeable about language-learning and teaching. His contribution to Russian learning complements that already provided by Ruzhana, a Georgian national, now a permanent resident in this country, who has been a locally-recruited FLA for the past two years.

At this point, it is worth emphasizing where the native-speaker support may be offered for language teaching in this I.e.a.

First, there is a college of FE and two secondary schools with the "traditional" provision of Russian offered as an extra foreign language to the more able pupils. Second, a two-year to O level course for sixth-formers has recently been introduced in a secondary school which, by the way, has an interest in amateur radio, likely eventually to provide some useful, authentic resource material.

Third, a number of schools have embarked upon language foundation programmes which are broadly based and usually intended for the 10-14 age range (so middle schools are involved as well as secondary). They include, alongside "language awareness", a "language tasting" element which varies in length from an hour or so to a termly module. The Russian language is likely to be a major contender for inclusion somewhere in these courses, and at best not just for the more able

but for all pupils. The chief objectives are pupil activity and motivation: plainly the native-speaker presence can be an important factor for success.

For all these kinds of courses, the development of a communicative methodology has received the support of the I.e.a., either within the in-service programme or in the encouragement and help offered to the teacher groups who within the past few years have added Russian to the other languages in the local graded tests scheme.

Now that the Level 1 and 2 test syllabuses are in being, we look forward to the development of more appropriate classroom materials. I.e.a. support here has taken the form of seconding for one year the teacher who was Galina's counterpart in 1983: he is working in the Oxford University Department of Education, helping to develop Russian-learning materials for pupils in schools.

Probably the best way to enable pupils develop both linguistic skills and understanding of the culture is by offering them the first-hand experience of a well-organized study visit. A major advance was made in July 1984 when a group of 40 youngsters aged 14 to 18 visited Sheffield's twin city of Donetsk, in the Ukraine. Thanks to the city council's support and some generous sponsorship, they were able to spend 10 days in the Soviet Union at a personal cost of £100.

The youngsters came from six different schools; none had previously visited the USSR. Most had already studied some Russian and were to continue to do so. The main aims of the visit were to experience life in a Young Pioneer's camp, to make personal contact with their Soviet peers and to use Russian in everyday situations.

Other obvious intended advantages were the help with the language from the five accompanying teachers from their schools and a busy cultural programme in Leningrad (two days on the outward journey) and Moscow (two days prior to the return).

The level of hospitality was high. For the stay in Donetsk itself, the group was able to enjoy a lot of contact with young Ukrainians, much of it



Young Ukrainians offer a traditional welcome

through the imaginative activities provided at the camps they visited (including one session spent picking four tonnes of onions as socially-useful labour).

The pupils all seemed keen to maintain their interest in the Russian language and people, and already some of their parents have spoken of visiting the twin city with an adult/community group. The long-term aim for the I.e.a. is to continue to promote all such visits, ideally sending a student group every other year so that we can receive in the intervening years a similar group of youngsters from Donetsk.

The twinning link with Donetsk was established in the late 1950s. It is only more recently, however, that the Sheffield City Council has committed itself to using the link for contact between ordinary citizens (as well as official delegations) and especially for the benefit of young people. Exchanges of cultural, sporting and youth groups have grown; an international affairs officer has been appointed to provide support.

One development for young people is the attempt to establish correspondence links between educational institutions in the two cities. When a small group of us visited Donetsk in April/May, we presented details and materials from a score of interested establishments - a college of FE, secondary and primary schools and even two special schools - all keen to enable their students to exchange information with their Ukrainian peers.

The town-twinning arrangement is the framework for another initiative which the I.e.a. is keen to promote:

reciprocal study visits for teachers of various subjects. We are hoping to do this under the terms of the Anglo-Soviet cultural agreement, it will be possible for some teachers from Donetsk to come over for a study visit of a three or four weeks, to work alongside Sheffield teachers in their classrooms, and then, later, for them to do similar facilities in return in Donetsk.

These are some of the initiatives being taken in a local authority where, it has to be admitted, there are many positive factors likely to help in the establishment of a climate of support for such activities. Such factors include the presence of a university with a Russian department and an education department where future teachers of Russian can be trained; they include also the city's commitment to twinning with Donetsk (briefly described above). These two factors in turn may well account for the growing interest among the adult population in the learning of Russian.

The I.e.a. seems the obvious agency to promote the kind of activities described above and it is arguable that in these troubled times the curriculum can be not only protected but also developed. On that score, it is to be observed that the support offered by this I.e.a. to Russian teaching schools is not only for the traditional provision of Russian but also for some of the more imaginative developments which are consonant with the implementation of comprehensive school philosophies.

Peter Eustace is general adviser, Ofsted, of Sheffield education department.

Abroad outlook for 1985

In spite of cuts in some activities the Central Bureau is still offering support for language teachers

by Paddy Carpenter

Besides being International Youth Year, European Music Year and the Chinese Year of the Buffalo, 1985 will also be the year when a reorganized and slimmer Central Bureau for Educational Visits and Exchanges will get underway following the recommendations of the Cockerill Report published in November 1982.

With this in mind and having, no doubt, spent the New Year resisting attractive offers put out by the providers of package holidays, you may welcome, for a change, some news, comments and dates to remember from the world of educational visits and exchanges.

In fact, in many ways the latter helps to correct some of the earlier impressions of other countries and their cultures projected in some of the travel brochures and TV ads that one sees, although I must confess to quietly approving the recent TV promotion of one of the Channel Islands which uses real French without voice-over and actually sells itself on the strength of its French connections (whatever Mary Tudor said about Calais).

As a reader of this particular Extra of The TES and therefore, I assume, involved and/or interested in the teaching and learning of modern languages, you will be pleased to know that in spite of cuts in some activities the Central Bureau will continue to provide its traditional support for the initial and in-service training of language teachers.

The assistants scheme, notwithstanding local authority cuts, is still seen as one of the most effective and

economic contributions to the training of language teachers yet devised. Post-to-post exchanges for the serving teacher and short courses abroad are given high priority by a growing number of local authorities throughout the UK, and now provide in-service opportunities in France, Spain, Germany, Italy and the Soviet Union. The Central Bureau will continue to provide bursaries for teachers, advisers and administrators to study aspects of education abroad and set up links with partners providing frameworks for exchange.

Perhaps the saddest news we hear more regularly now is about the growing number of pupils whose parents find it increasingly difficult to find the wherewithal to send their children on school organized visits abroad. The sole leaves very little over for such an exercise, and strike pay even less. The latest casualty is a local authority in a mining community which has just had to cancel its exchange, thus abandoning arrangements which have been built up with painstaking care over the last year or so. With cuts in public expenditure, many local authorities have been obliged to withdraw their traditional support for pupil exchanges, which can only increase the gap between the goes and the no-goes.

Another area of concern for modern language teachers, according to the findings of the South West Consortium for Educational Travel, is the problem of finding enough takers for the annual home-to-home exchange with France and elsewhere because of "unfair" competition from the ski trip with all

its exciting attractions for the young people and teachers involved. The consortium has drawn up guidelines for schools in the region in an attempt to persuade headteachers to devise a policy which provides a fair and educationally sound programme of visits.

The South West Consortium is one of two fully functioning consortia for educational travel (the other being in the East Midlands) which were set up to provide a framework for discussion and the sharing of expertise and resources.

Chaired by senior educationists, they bring together representatives from the schools and youth service and produce annual travel guides with relevant local travel information and advice, besides negotiating reduced fares for school and youth groups. The Central Bureau is holding talks in other areas of the country interested in similar regional initiatives. This is the logical extension of the development of town and local authority links which grew up in the 70s.

April will see the establishment of the new Youth Exchange Centre announced by Parliament last November, which will bring together the resources of the British Council and the Central Bureau in an effort to provide a more coherent and effective service to young people.

The centre will be located at the Central Bureau in London but will work in close cooperation with regional consortia particularly where government grants for exchanges are concerned. Such an initiative will benefit from the improved communications

that will be provided by the regional structure as well as taking account of local priorities.

In schools where both French and German are taught, language teachers will wish to note that funding is now available for projects which bring together groups from Britain, France and the Federal Republic of Germany. The Franco-German Youth Office, that splendid institution established in 1963 by Adenauer and De Gaulle to encourage and subsidize exchanges between France and the Federal Republic, has opened its door to tri-national projects and the PGYO is particularly keen to encourage participation by young people from this country. Although exchanges are normally carried out between two partners there are interesting (and totally respectable) benefits to be derived from a *ménage à trois*, particularly for older pupils.

March 12 has been designated International Correspondence Day by the Fédération Internationale des Organisations de Correspondances et d'Échanges Scolaires (FIOCES). Pen-palling is a worthwhile school activity and yet one which is often overlooked as a means of bringing a touch of reality into language learning and studies about other countries (through receiving letters and recorded material from penfriends in linked schools abroad. And because of the importance of English in the classrooms of the world, there is obviously no shortage of willing correspondents in almost any country you care to name.

Responding, or more likely falling to respond to demand from the Federal Republic of Germany for contacts with schools in the UK will be one of the themes to be discussed at the next meeting of the British-German Mixed Commission in February and at the CLT Colloquium on the Teaching of German in the UK, to be held on July 11-13.

July will also see the DES-sponsored visit to the UK of a large group of young people from 21 member states of the Council of Europe. The young people will spend a fortnight in different regions throughout the country, taking part in International Youth Year events and finishing off their visit with a garden party in London as guests of the Prime Minister and Secretary of State.

The French Government will be celebrating IYY with an international colloquium in April on the way in which information and advice are made available to young people in Europe. In preparation for the colloquium a competition is being held in several countries, including the UK, to find the most successful logo for youth information centres. There are a number of prizes, including free visits abroad the closing date is March 20.

Those are a few events from the Central Bureau's calendar for the next few months. More information on its activities is contained in a termly news-sheet *PEN (Pupil Exchange News)*, or is available from: The Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE.

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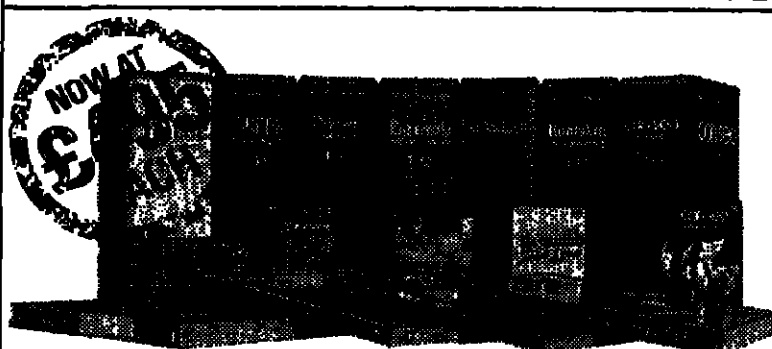
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EXTRA

A place for everything...

Alan Frith on storing and retrieving printed sheets

Numerous difficulties attend the storing and cataloguing of teaching materials. Printed matter in quantities which would do credit to the European Parliament accumulates in heaps which emanate from two main sources: the ready-made spirit duplicator masters which often accompany modern course books, and the considerable energy teachers devote to the preparation of worksheets tailored to assist the learning of their pupils.

One way of avoiding the resulting paper chase is to consign each package after use to the round green metal filing cabinet, the one the cleaner sees to every evening. This system of storage is clean and time-effective; retrieval is not normally recommended, however.

I write in praise of the oblong grey metal filing cabinet, the one the cleaner dusts the outside of, but whose contents normally remain untouched. The purpose of this article is to describe a method of cataloguing the printed paper resources of a modern languages department. We have made the contents of the conventional filing cabinet easily available to each member of the department and we are equipped with a means of informing each other about the exact nature of any new set of materials we produce. Our system is also clean and time-effective: it is electronic.

The computer used to store the information is a BBC model B. The peripheral hardware is fairly standard: a TV monitor, a disc drive and a printer. The software is a database programme called Masterfile, supplied by Beebug, an independent user group. This software has been friendly to its user throughout the operation—a fortunate state of affairs since its user's knowledge of computer programming could be handwritten on one side of a silicon chip.

To the initiated, of course, the idea of a database has been around for some time. It is like a card index. But it is a card index endowed with strange properties. The cards can shuffle themselves and merge with each other. Magician-like, the transparent pack

can cut itself and deal out the information it contains in any desired quantity and sequence.

The Masterfile programme allows 17 pieces of information to be recorded about each item which is to be stored. In our modern languages department it has only been necessary to record information under 10 headings. When deciding on these fields it was necessary to bear in mind the ways we might need to sort the information as well as what we might need to know when searching for a document.

From the point of view of our syllabus, the most important set of fields concerns the linguistic features of the materials. The topic they treat; the situation in which the lesson activity is set; the functions and notions the activity is designed to practise; the grammatical structure exemplified in the material.

This information is stored in the computer's memory whenever a new set of materials is produced. We also leave space to store the chapter and page reference of the book the material is intended to supplement and to mention any extra materials which would be required by the teacher using the resource.

Of course, there are many occasions when one or more of these fields is inappropriate to the material in question. In this case the field is left empty.

Other details are essential. It is necessary to state the language of each item stored (in our case this is only ever French or German). It is also important to specify the year group the materials are destined for and the type of lesson activity the materials are designed to occasion. Lastly, of course, every item is given a file number. That number is the link between the invisible electronic record and the tangible world of the oblong grey metal filing cabinet.

The drawers of the filing cabinet are full of large manila envelopes containing the printed sheets of paper and labelled prominently with the appropriate file number. Taking them out and putting them back in the right order has not caused any headaches.

If we had the hardware in or near our teaching rooms, it would be possible for us to key in our requirements. We could specify in a listening activity involving food and drink for a third year class, for example. Then we would wait for the file numbers of the potentially useful documents to jerk into view on the screen. We do not have the hardware, so we publish alphabetical lists of the materials we possess.

Our database will produce lists according to any specifications. We have chosen to list the resources in four different ways. The first section of our index lists the materials according to the course book and unit they are designed to supplement. The second section of the index is an alphabetical list of the various topics covered by the materials. In the third section the materials are arranged according to the lesson activity they encourage.

Lastly, we have listed the materials according to the grammatical structures they demonstrate. The file numbers appear on each of these lists and there is room for columns showing two of the other fields. For example, on the list of lesson activities there is a column for the topic which the materials deal with and another for the year group they are aimed at.

All members of the department contribute materials for inclusion in the filing cabinet, but just one person is responsible for entering the information about each item.

This system is more than just a convenient service. It helps us in three other practical ways. It enables us to spot the gaps in our resources and foresee more easily what we need to buy or to make in order to plug those gaps. It encourages us to produce materials of a high standard—we know now that they will be kept. And it gives us valuable insight into each other's teaching methods and styles.

Alan Frith is head of modern languages, Paroslos Manor Comprehensive School, Dagenham, Essex.

Seventy up

A tribute to Eric Hawkins by Peter Green

Last month Eric Hawkins celebrated his seventieth birthday and the York Language Teaching Centre, which he founded, had its twentieth anniversary. It seems a good moment to remind ourselves of some of the achievements of a man who has so greatly influenced developments in language teaching in British schools in the last quarter century.

In 1959 a working party of the Headmasters' Association was called together under the chairmanship of Eric Hawkins, then head of Calday Grange, to debate the position of modern languages in the curriculum. Its final report (published 1963, revised 1966) was an astonishingly forward-looking document, as the following abbreviated extracts from the conclusions reveal:

- "The main cause of unsatisfactory language teaching [is] uncertainty about aims."
- "The aim of 'communication' will help us to define the kind of language we teach and the nature of the tests we use in assessing progress."
- "The disparity between numbers studying French and those studying the other European languages is indefensible."
- "Study abroad for both teachers and pupils is essential."
- "Good teachers must be more closely associated with the work of University Departments of Education."
- "O-level GCE papers must drop the translation into the foreign language, reward the 'oral' use of languages more generously and encourage wide reading."
- "At A level the most important reform called for is to require that the whole examination... should be conducted in the foreign language."

Few would quarrel with these conclusions today; rather they would regret that some of them have still to be implemented. Although no author is credited with the main body of the report, those familiar with Eric Hawkins' felicitous use of analogy would have little difficulty in attributing the following passage, for example, to him:



Eric Hawkins

"The modern linguist does not question the need for the vast expenditure he sees flowing into the science departments of our schools but the foreign country is his laboratory. This means that the teacher must get abroad and it is no more right that he should pay his own travel fares than that the chemistry teacher ought to put his hand in his pocket to pay for chemicals in his teaching."

Eric Hawkins has never been the man for saying what needs to be done and then sitting back. At Calday he pioneered post-graduate changes for

teachers and one-term exchanges for sixth-formers. Under his leadership a group of schools in Cheshire and Lancashire persuaded the Joint Matriculation Board in 1965 to accept one of the first experimental O levels that abandoned prose translation and gave greater emphasis to oral work.

In 1965 he moved to York University to found the Language Teaching Centre. Fuelled by his energy and imagination the centre expanded rapidly on the four fronts of language teaching, teacher training, materials production, and research and development. The University Grants Committee gave it an earmarked grant as a "centre of high activity in the field of audio-visual aids"; the first year's little band of 11 teacher trainees soon grew to over 40, joined annually by some 150 teachers on in-service courses; the Nuffield Foundation moved its Language Teaching Materials Project to a new base at York; the growing reputation of its director attracted funds for a whole series of research and development projects such as the feasibility study in 1966 that led to the publication in 1970 of Schools Council Working Paper 28, *New patterns in sixth form modern language studies*.

The reforms which the paper proposed now seem at last to have some chance of implementation, with the JMB proposals for a fundamental revision of A level modern language syllabuses and the Secretary of State's proposal for an AS level.

The Language Teaching Centre at York was distinguished from other language centres by its strong school bias. Its staff had all taught in schools and continued to do so. Eric Hawkins himself had a school class throughout his 14 years at the centre. He strengthened the university-schools link by establishing a "language teachers' group" in 1970, which became the official language of Greece in 1975.

His main concern has always been with wider education issues than foreign language teaching. He was a member of the Plowden Committee on primary education and the Rampton Committee on the education of children from ethnic minority groups. In 1979 he was invited by the DES to survey educational provision in areas of urban deprivation. It was doubtless this broader concern that was acknowledged in the award of a CBE in 1974 and that led Shirley Williams to write on his retirement, "It is his contribution to the education of the disadvantaged, including those who do not, and perhaps cannot, respond to our formal schools system, that we admire most of all."

Seventy up

continued

workshop for the York area and appointing a joint lecturer and i.e.a. language adviser. Such links greatly facilitated projects like an investigation of the effectiveness of the language laboratory in school, an evaluation of graded tests and a study of effective language teaching. Another project investigated manpower requirements for foreign languages in industry.

Throughout his career Eric Hawkins has sought alternatives to the inefficient learning model of one teacher-centred lesson a day that he has strikingly likened to "gardening in a gale". He pioneered, for example, the reciprocal course, in which learners of different native languages are paired and alternate as teacher and learner. But his major contribution to intensive teaching lies perhaps outside conventional language teaching. In 1965 he was invited to join the National Committee for Commonwealth Immigrants and, matching words with deeds once again, he initiated a series of intensive summer schools for immigrant, and later non-immigrant, children in need of help with English language skills, taught on a one-to-one basis by sixth-formers and university students.

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Nevertheless, his encyclopaedic work *Modern Languages in the Curriculum* (CUP, 1981) shows that his contribution in that field is outstanding. In it he points to the lack of coherence between English, foreign language, mother tongue, main science, ESL and Latin teaching, which often exist in complete isolation from each other. He suggests the integration of these different aspects of language education through the introduction of a new subject that he calls "awareness of language", the study of language itself.

Once again, he has not been content only to identify the need: he has set out with all his customary energy to satisfy it. His *Awareness of Language: An Introduction*, accompanied by a series of leaflets for schools, was published by CUP in 1984. The number of schools that have introduced "awareness of language" courses is growing.

Though he remains today in the vanguard of developments, Eric Hawkins has never espoused new ideas simply because they were new. Indeed, he reminded us in 1967, in an article entitled "New methods or new myths?", of our propensity for "rushing uncritically down a side road which has often turned out to be a 'false-dé'". One of his great strengths is an ability to remind us of the lessons of the past in a lively and illuminating way, as he has done in his recent presidential talk to the Modern Language Association, "100 Years of Debate—What have we learned?"

Much of what we have learned in the past 25 years we have learned from Eric Hawkins.

● A dinner in Eric Hawkins' honour is to be held at York University on Saturday, April 20. Former colleagues and students who would like to attend are invited to write to Mrs P. Veele, Language Materials Development Unit, University of York, King's Manor, York YO1 2EP.

Peter S Green was Eric Hawkins' successor as Director of the Language Teaching Centre, University of York.

A Greek Dictionary, containing over 30,000 words and phrases, is to be published on February 7 in the excellent "Routledge-Pocket" series. (Routledge and Kegan Paul £7.50, 0 7100 0665 X). Compiled by Paul Natsopoulos, this dictionary is one of the first to concentrate entirely on "demo-logic" Greek, which became the official language of Greece in 1975.

EXTRA

The real disparity

Frances Cleary considers English and French A level examinations

Within the past year the Department of Education and Science has published two consultative documents*, one of which advocates a return to the formal teaching of basic English grammar, and the other which deplores the decline of foreign languages at O and A level. What is the connexion?

No organization has as yet made a comparative evaluation of the present CCE examinations in English and those in foreign languages. There is an unchallenged assumption that all subjects in the examination have been standardized to represent the same degree of difficulty. When employers require a number of O or A level passes as a minimum qualification and universities demand certain A level grades, they often do so without reference to specific subjects. Yet comparisons between subjects are made by pupils, their parents, headteachers, school governors and others. With the virtual demise of the second foreign language at A level, a common combination is French and English with another arts subject.

In theory an A level pass in English is equivalent to an A level pass in any foreign language. In practice this equivalence is hard to justify. Discounting variables such as the ability and motivation of the pupils, the effectiveness of the teaching and the number of candidates entered for the examination, one should be able to see this equivalence in the examinations themselves, namely in what they purport to test and the demands which they make upon the candidates.

The Associated Examining Board's A level English examination may be taken as an example since it consists of language and literature—although it might reasonably be argued that an entirely literary syllabus has a linguistic element. Like its counterpart in foreign languages, this examination tests the written skills of comprehension, composition and précis, plus the interpretation of prescribed literary texts. Obviously, it is more difficult to perform such tasks in a foreign language than in English, but it is not here that the real disparity lies.

There is also the anomaly of the oral examination. In the oral skills are tested in foreign languages but not in English. Ungrammatical, incomprehensible or inarticulate speech goes unpunished in English, whereas the foreign language candidate is expected to aim for accuracy, fluency and near-native accent and intonation. These skills are acquired in the artificial situation of the classroom, for not every language student has the opportunity to spend time abroad and he or she must compete on equal terms with those who travel frequently, are of foreign parentage or who are themselves bilingual. Then there is the ordeal of the oral examination itself.

The most interesting point of comparison, however, lies in the papers involving translation. Translation from and into a foreign language demands some insight into the structures of one's own language and an understanding of at least basic grammatical terms, to say nothing of a command of vocabulary and idiom in both the foreign language and in English. Errors of grammar and syntax are systematically and objectively penalized in foreign language examinations. Yet pupils seem to pass English with misplaced apostrophes (it's), wrong use of case (between you and I) basic spelling errors (where/ were).

Examiners in French, for example, scathingly refer to candidates' inaccuracies, eg failure to spot the subjunctive, rather than the infinitive after a preposition. Are they aware that many pupils, especially those who are not studying a second foreign language, do not know what a preposition is when they start their A level French course? That many have only a hazy notion of the functions of nouns, pronouns, verbs and adjectives and nothing more?

Parsing has long since ceased to be compulsory for O level English Language, yet foreign language pupils are expected to cope with translation

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Parsing has long since ceased to be compulsory for O level English Language, yet foreign language pupils are expected to cope with translation

in their A level examination. Such analytical skills are not now deemed essential for either an O or A level pass in English. Indeed, while foreign languages require a certain level of competence in English, the converse is not true. We have yet to see, for example, mature students tackling French, Spanish or German at A level in one year, to the extent that they take A Level English.

It is nonsense to claim that pupils are not opting for foreign languages at A level because languages are not seen to be vocationally relevant. What is the vocational relevance of any arts subject? To the proposition that languages are not vocationally relevant should be added the rider: and therefore not worth the extra effort involved when less demanding subjects can be taken. How can A level languages (like the sciences) be equated with subjects which can be passed after only one year's study from scratch?

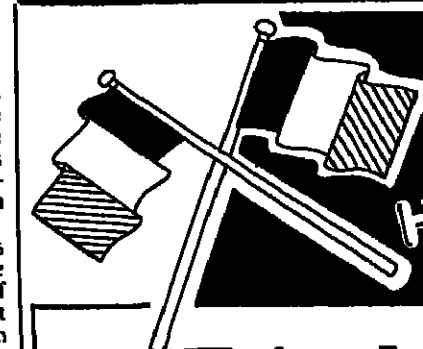
Modern languages are a compulsory part of the *Baccalauréat* in France and the *Abitur* in Germany. The French and the Germans have never feared that their children's "creativity" might

be dulled by studying the grammar of their mother tongue. Even so, they maintain that translation is too difficult to be worth examining at this level. We, on the other hand, expect our pupils to translate difficult passages at A level, without even giving them the necessary tools in their own language.

No matter what innovations are in store, the present A level system is with us for another few years. In fairness even to this year's candidates and to those who have taken their A levels in recent years, employers and universities should give language students the credit which is their due. At a recent conference of the National Council for Educational Standards, Professor Arthur Pollard of Hull University said that he had been forced to introduce a compulsory course in basic English grammar for first-year students to enable them to cope with their courses. Even some undergraduates studying for English degrees needed such tuition.

Unless we are prepared to test English as rigorously and comprehensively as we do foreign languages, we should not continue to pretend that all A level subjects carry equal weight.

* *Foreign Languages in the School Curriculum*, Department of Education and Science and Welsh Office, and *English from 5 to 16 Curriculum*, Matern, Department of Education and Science.



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The other side of the desk

by Jean Starling



At home in Hertfordshire I teach remedial English in a comprehensive school. Last year, on the last day of the summer term, I boarded the Magic Bus for Venice to attend a three-week Italian course. During that ride (which is another story in itself) I metamorphosed from teacher - "Disgruntled of Herts" - to pupil - "Disgruntled of Group 2". It was very good for me. Here are some notes written in Venice...

Keeping the Basilica San Marco at my back, I hurry across the Piazza (there is only one in Venice) towards its north-west corner, with hardly time to take in the Doge's Palace, the pigeons, the whole wonderful scene. I thread my way through groups of tourists listening to their guides already at this time of the morning. The bronze Moors on the clock tower are just tolling nine.

I am on my way to the little school in Campo San Luca where I am learning Italian this summer. Past the pool where the gondolas have been moored all night. They are still wet with the night's rain. It looks completely unlike Hemel Hempstead's taxi-rank. Along by the Rio Orsuelo and through Calle Goldoni - Hemel and that last confrontation with the biggest pain of the third year seem a long way away.

I'm late. Paola is already in full flood. It is hard to avoid watery metaphors in Venice. We have learnt to say Pa-o-la, giving three full syllables to the name.

As I get seated, I notice that the others are turning the pages in their textbooks. I didn't hear Paola tell us to. What page? What page is it? Will no one tell me the page and - help! she's chosen me to read. I haven't got the place Miss. 'Non ho... non so'.

The group looks complacent. Maria in particular. (We have been given our Italian names now.)

It is a salutary experience to sit at the other side of the desk. This was decided on Monday morning by means of a TEST. Since one is seated and the teacher stands, the test paper has to descend. This is extremely damaging psychologically.

When was the last time I did a test? As that paper descends, I feel a frisson of what can only be called fear. The smile of the teacher is but as the smile on the face of the crocodile. What's this? 'Pa... scrivi... tenta due...?' This is totalmente incomprensibile.

After this Italian GAP test it seems not to be a case *veni, vidi, vici* - Group Two for me.

"Do you feel humiliated?" I ask a multilingual diamante who had aspired to Group One status.

"No", he replies. "Eccellente, yes; humiliated no." Nice use of English, considering he is French. (I wonder why his name is Bruno.)

The trouble is that even in the same group, we are of *abilità mista*, like the salad.

One suffers on the one hand from a literal soul who keeps us on tenterhooks as she thinks in English and translates word for word into Italian.

For her holiday last year she went to Lago Ness in Scotland; she sometimes has to sit in the *del* when she goes to the theatre. She causes puzzlement to Paola when the princess in an August 1 with her direct translation of "white rabbits".

It is at this point that I become the giggler of the group. I giggle in the pauses as Elisabetta progresses now to the translation even of individual syllables. An armchair becomes a "braccio-sedia". I interrupt her train of thought with jests. I am disruptive.

Maria hates me. But she's a swot. On the other hand, the teacher speaks so fast and at such length, that one follows for a while and the "switches off". The staccato machine-gun fire of Italian speech sprays over one's baffled head.

I suddenly remember some sugar lumps I saved on the journey through Switzerland; those little ones wrapped up in pairs. They become tremendously tempting. I have them here in my hand. They are... they are...

attraction. It's incredible how desirable they suddenly seem.

I become the class sweet-eater.

Pa-o-la has stopped talking.

Now we have to translate a page of Italian. It's hard to get any expression into sentences such as "... a cui dà del tu con ciao. A chi dà del tu e a chi dà del lei?" because you can't see which way the sentence is going or how it is going to end up. How good for us all this is, I think. How interesting to experience some of the feelings and reactions of the children. I teach.

You take Remedial - and I'm sure you do from time to time. It has often occurred to me that it would be a good idea to be faced with a page of Chinese writing and told to "read it out", or answer "comprehension questions" on it. Now here is the next best thing - a page of Italian.

I must share these thoughts with my neighbour immediately, and another insight: how stunningly boring it was just how when the teacher was going on and on and was the only one taking part... Pa-o-la's face looms. "Ha un problema, Gina?"

I'm beginning to hate the way she picks on me. Why can't I talk when I want to?

It transpires we have been learning to say *ciao* on greeting people with whom we are on familiar terms. Oh. We're going to have conversations with a partner.

"Ciao, Luisa!"

"Ciao, Gina."

This is rôle-playing with a vengeance.

Half a day later and lessons are over. It is only as I sweep across the Lagoon, to the Lido where I am staying, with Venice fading behind me as only sky-line recedes, that I seem to remember excited murmurs from Maria of "homework".

"switched off" and I think, as any when finally let out of school, "Hey! What have we got for homework?"

Next morning as I embark at the Lido, there is fog. Marker poles loom up mournfully. Paola San Giorgio lurks in the middle distance and the golden orb of San Saluto can hardly draw

enough light from a watery sun ever to gleam.

I don't go anywhere without my dictionary and from this enchantment of the eye at seeing Venice shrouded in the mist, I stand at the desk and look up the word "fog". *La bruma; nebbia*; and for the word "rain", *la pioggia* (that's pretty) and *acqua* (this one is masculine).

You learn what you want to learn. Lesson number one.

On the Piazza I meet Monica. And and glamorous, rather blasé journalist from London, she is also on the course. I skip up to her facetiously. "Ciao, Monica!" and she says, "Oh shut up. Don't start one of those revolting Italian conversations with me."

Monica is bunking off. At least I never bunk off. Hey, could she be the naughtiest girl in the class?

I arrive too early but I decide I won't go to the toilet before I go in. It will make a nice little break if I have to go half way through.

I go in instead. Lot's all change places! Paola has a little chart, and creatures of habit, we've stayed in our original seats. But now I suggest we switch, for a laugh, just to hear Maria called "Arnold", for instance.

You know, that's not a nice thing to do to the teacher. I recognize the biggest pain of the third year is myself.

Tonight I go home to Lido at a later time, and Venice is lighting up. One's chandeliers are alight in dim *palazzi*; across the Lagoon in the stars of a vaporous, low in the water a church wake and see birds sitting on *calci* pick water as the sun sets and Venice recedes.

Everything reflects in Venice; and I reflect too, on the learning process and what makes children naughty.

Italian in Venice is a study in itself combining Italian language lessons with full programmes of talks, visits and demonstrations designed to bring pupils into close contact with the city of Venice. It is run by The British Centre, Campo San Luca, S. Marco 4877/a. Tel: (041) 89410.



Coming late into the fray

Richard Geoghegan reports on graded objectives in County Durham

While graded tests schemes were appearing all over the country in the late 70s and early 80s, providing at least a partial answer to a crying need for providing realistic and achievable objectives to the vast majority of foreign language learners, County Durham was watching on the sidelines.

It has now jumped in head-first, with all the disadvantages of a late start but with all the advantages of hindsight and the enormous changes which graded objectives "thinking" has brought about as regards materials available and examinations at 16-plus.

It is now realistically possible to claim that the objectives of a Level 1 Graded Objectives Scheme reflect the objectives of the national criteria for examinations at 16-plus and therefore to claim that the scheme is an "all-ability" one. But this has tremendous implications. If a scheme is to be "all-ability" then it cannot and must not limit its objectives to producing "phrases" or "parrot-like behaviour" at any level.

The generative aspect of language-learning must be embraced. It was with all these things in mind (and many more) that we embarked in October 1983 on a working party to evaluate graded test schemes available, work out our own philosophy and then "steal" the best scheme. In the end we wrote our own, stealing the best from other schemes and discarding the not-so-good.

From the very beginning we made sure to call our scheme a "graded objectives" scheme and not a "graded test" scheme to reflect the fact that we were interested in teaching and not in testing. And very early on we rejected the "preparing for a day-trip to France" idea of many Level 1s, on the basis that most of our pupils would in fact never even go to France for a day-trip - the justification for teaching them French would have to be its value in itself as a subject on the curriculum and the enjoyment and stimulation it would give the children.

Borrowing from Lothian, we accepted that the classroom would be the only environment in which many pupils would speak and hear French, thus classroom instructions and classroom objects play an important part.

Refusing to stop at parrot-like behaviour based on phrases learnt by heart also means that patterns have to be pointed out and analysed: the dramatic change from former structural-based courses is that the learning of patterns underpins performance and is not the end in itself: the criterion of success is whether a child can or cannot pass and receive messages in French, not whether he or she can handle the grammar. We had to bear in mind also that a Level 1 will, for many pupils, be a terminal aim in the language, while for others it must provide the basis for further language-

Authentic support

Review by Brian Hill

For seven years, Irish teachers have had access to the publications of an enthusiastic, unpaid group of educational researchers and producers. Called "Authentik", the project first appeared in French but has since added German, Spanish and Italian materials, all of which are now being made available to British language teachers.

The whole undertaking is extremely ambitious. Between September and April each year, seven fascimile newspapers are issued in each of the four languages. They are printed as tabloids and contain a selection of articles and reports from the major newspapers. The French edition, for example, has items from *Le Matin*, *Le Quotidien*, *L'Humanité*, *Le Parisien*, *Le Figaro*, *France Soir*, *Libération*, *Sept Jours*, *Madame*, *L'Equipe*, *La Presse* (Montreal) and *L'Express*.

An editorial committee for each language sifts foreign newspapers every month and agrees on the articles and photographs to be included. These are then professionally set and printed on the presses of the *Nationalist* and *Lancaster Times*, Carlisle. A balance is struck between political comment, "Grève des mineurs et des dockers", crime reports "Les deux Belges disparues: une piste près de Lyon", fashion, adverts, leisure news, polls and sport. The result is a very informative and entertaining newspaper, packed with authentic material carefully chosen so that it looks fresh, but does not quickly lose its topicality.

There are currently over 10,000 subscribers to the service in Ireland and now, with the publication of a special British Edition which features news of specific interest to people on this side of the Irish Sea, Sean Devitt and his teams are hoping to build up the readership further. They deserve every success.

At one level "Authentik" can be taken and read merely for pleasure. Sixth forms and colleges offering advanced courses in the four languages really should have copies available, at least in the library for students just to pick up and browse through. They will

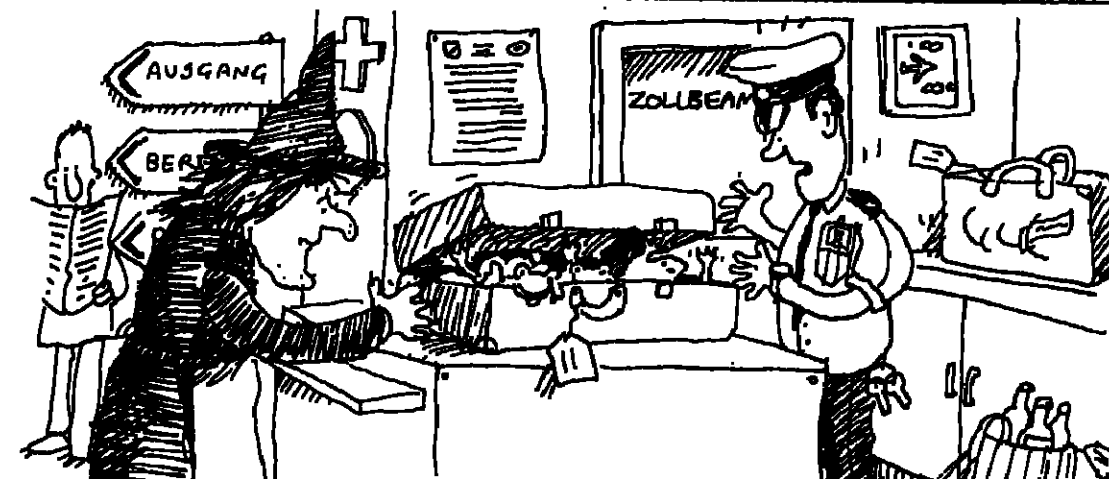
find the contents relevant and less formidable to read than the original individual newspapers.

At a more formal level, however, "Authentik" can be used to support classroom activities. To help, the centre pages now contain readers' notes setting a variety of tasks such as the completion of grids, gap filling, the answering of questions and compilation of information lists. It is a pity, perhaps, that these are not set out in such a way that they can be easily photocopied for distribution to the class, but they are still useful.

In addition to the monthly newspaper compilation, French teachers may purchase a 60-minute cassette called "Authentik sonore". The material is taken from a variety of radio stations and ingeniously the topics are specially selected to link in with newspaper reports. The tape can just be listened to in the same way as an ordinary broadcast, but for those wanting to get more out of the materials, a full transcript is provided, together with suggestions for exercises to practise listening skills. Again the selection of material carefully balances serious with more light-hearted excerpts and plans are afoot to extend the radio services to other languages.

The potential for using language acquisition on authentic materials has been obvious for a long time. However, the problems of disciplining the wealth of subject material and of selecting examples which are not way beyond the range of our pupils have often proved too daunting, not least because of the immense amount of teacher time such preparations soak up. The teams from Trinity College have gone a long way to solving these problems and there is not a school in Britain which could not benefit by subscribing to "Authentik".

"Authentik" is published by Trinity College, 3108 Arts Building, Dublin 2. The subscription for seven French editions is £3.40, for German £2.60 and for Spanish and Italian £2.20. The monthly cassettes to support the French materials cost £3.00 each.



"Tollas Theater: German for role playing situations" by J E McGurn aims to help CSE, 16-plus and graded test classes. A humorous or unusual playlet keeps everyday survival dialogue alive and the graded tests that follow reinforce key phrases. Published on February 14 by Harrap at £2.50 (0 245 53850 8), the book will be reviewed shortly.

learning. Thus for some, parroting may be as much as they can achieve (though I doubt it) while for others that would be an unacceptable basis for further study.

After months of deliberation, we arrived at a "testing syllabus" for our *Niveau Fondamental* (sounds better than Level 1), with the following in it: "a national functional syllabus, with limited linguistic ability being judged by communicative competence, aware of the need to increase pupils' awareness of language and providing a sound basis for future language-learning; cultural study is regarded as inseparable from linguistic study and forms an important element of the scheme; general educational aims are also encompassed in the scheme."

The syllabus contains two interesting parts: "Classroom management" in French and "using communicative strategies" including "coping with the unknown" and "coping with a negative response" - these are elements which are introduced at Level 1 with the intention of being developed more

fully later.

The testing syllabus thus produced looked like what it was basically: an unappetising list of functions and notions, vocabulary and structures. The important thing was the teaching philosophy behind it, and in order to make this more clear we then embarked on the production of progress cards on which is based the main element of assessment.

Once again, these progress cards have learned from previous schemes. They involve listening, speaking and reading elements and define a minimum teaching syllabus for any teacher following the scheme. They involve pair work, group work, and various participatory activities thus imposing a certain methodology in the classroom. Later cards also involve an element of recycling to ensure retention.

The cards are used for continuous assessment but not for continuous testing: the difference between the two is something we are busy discussing at the moment.

We feel that all elements of the syllabus are better dealt with through

continuous assessment and have rejected the "three-minute oral test" as of little value and presenting enormous administrative difficulty. We have retained final tests in reading and listening for the moment because teachers are still uneasy about continuous assessment and their own professional judgment and because these tests are relatively easy to write and administer.

Over half the comprehensive schools in the county started on the *Niveau Fondamental* in September. As this is a pilot, all participating schools are involved in regular meetings to discuss progress. We feel our philosophy is hammered out and we are now busy producing Level 2, or *Niveau Moyen*, aimed at the end of the third form for the average pupil. The *Niveau Supérieur* or Level 3 is the new NEA GCSE and we feel that that is all that is needed!

Working Party Niveau Fondamental, County Durham. More information is available from Richard Geoghegan, Modern languages adviser, County Hall, Durham.

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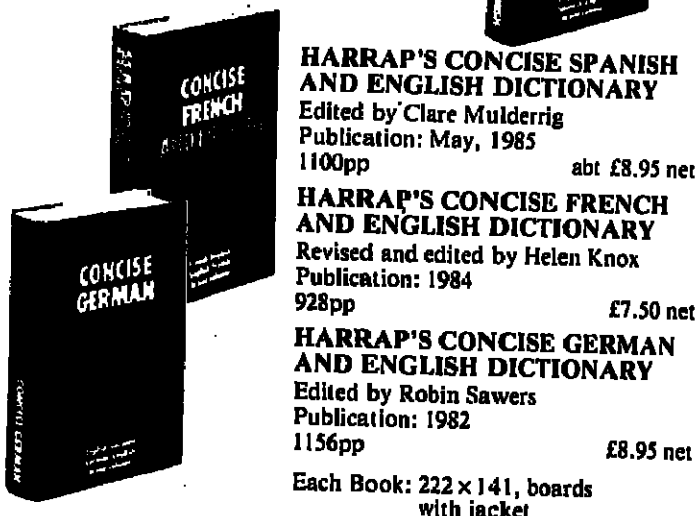
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Babel in Blackpool

by Tony Fisher



Language Workshop, Blackpool and Fylde College

It has become almost commonplace to decry the attitude of native English-speakers to foreign languages: their lack of motivation is widely bewailed, and even their very ability to learn is questioned.

Experience gained through a pilot scheme in Open Learning which has been running at Blackpool and Fylde College of Further and Higher Education since September 1983 - a project representing a radical departure from orthodox classroom teaching - would seem to belie that view. Under the guidance of more than 25 tutors, some 400 learners are tackling 15 languages, in an experiment in resource-based learning aimed at attracting students who, for a variety of reasons, would not normally enrol for a conventional language course.

The first, developmental stage was the establishment in January 1983 of an open-access languages workshop, manned on a rota basis by language-teaching staff and designed to throw open to all language-learners within the 3,500-strong college the full stock of cassette and text-based learning materials in the four foreign languages then taught: French, German, Italian and Spanish.

Underpinned by this facility, the Open Learning scheme proper was introduced two terms later, initially as an internal service whereby students on any full-time course could take up foreign languages at will, as an adjunct to their main specialism.

By Christmas more than 100 students had registered, not only for the staple languages but also for Arabic, Russian, Welsh and Swahili. One advertisement in the local newspaper in January 1984 was sufficient to stimulate a degree of public interest which widened the range of the scheme within one month to Dutch, EFL, modern Greek, Polish, Portuguese, Serbo-Croat and Swedish. Indeed, such was the demand that a two-day in-service training seminar had to be organized to instruct new tutors.

Though fraught with administrative difficulties, the scheme is kept as simple as possible from the students' viewpoint. Potential learners telephone the College Language Centre and explain their requirements in detail; within a few days they are normally placed with an appropriate tutor, who holds an introductory "diagnostic" tutorial, before prescribing materials and formally beginning tuition.

Flexibility of response to any language-learning need is of paramount importance: courses begin and end at any time of year; are interruptible through illness, holidays or pressing commitments; or be held at any of the three main college sites, or their annexes, daytime or evenings; by negotiation between tutor and learner(s); may be intensive or "drip-fed"; general or specialized; examination-orientated or informally assessed.

In short, both pace and content of the course can be tailored to the specific requirements of the individual learner. Fortunately, the majority of open learners so far have required relatively general courses in the most commonly taught languages at fairly low levels, which has facilitated economic grouping of students and left sufficient resilience in the system for tutors to cope with more esoteric needs such as fish-marketing by telex (Llandock Is., thankfully no longer purveyed locally *ohne Beine*).

Administrative expediency and pedagogical considerations conspire to reduce certain elements of "openness" in the scheme - college holidays, for example, still interrupt it, but the most essential Open Learning courses, and new learners are discouraged from taking up the scheme immediately before a break in tuition - but the main constraint relates to the availability of good tutors, especially in "minority" languages.

From the teaching perspective, the scheme is best described as a closely supervised self-tuition system. Attendance at a fixed class where the lesson content is "taught" is replaced, under the Open Learning scheme, by the regular multi-media work programme, tackled in the workshop or one of the college libraries, as well as the self-paced home study materials. Monitoring of progress takes place

through a regular tutorial, an intensive small-group practice session of half an hour or an hour.

Since most commercially available distance-learning material has proved far too academic for the majority of learners, tutors have devoted an enormous amount of time and energy to producing highly detailed study-guides, which allow students to work independently with some of the most motivating commercial classroom materials, notably BBC courses.

As far as possible, study-guides take over the role of the teacher in breaking down the material to be learnt into manageable activities which the student can undertake in isolation, day by day. Dialogues and texts are exploited in a variety of ways; grammar explanations are amplified, re-presented or downplayed, according to the nature and needs of the student(s); background information is introduced; exercises are added, some self-correcting, others to be handed in at the next tutorial.

Such home-produced guides now form the nucleus of a bank of resources from which tutors will be able to draw as necessary, with word-processing eventually enabling a degree of individualization hitherto unthinkable.

Any attempt to assess the effectiveness for teaching languages is of necessity subjective at this stage. Certainly, the staying-power of students has been striking. It seems that the small intensive tutorial, when properly implemented, gives rise to group dynamics and a tutor-learner rapport which far outweigh the reduction in class-contact time vis-à-vis conventional teaching.

Active involvement, responsibility for learning (no learning takes place without homework, since tutorials are not teaching sessions), high expectations on both parts, no absences (the week's programme is posted out), immediate and individualized feedback - all are factors which appear to generate a momentum not always found in the traditional classroom and help to bring about effective learning.

duced - where appropriate - at the start of the present teaching year, will act as a valuable monitoring aid. Where "minority" languages - such as Portuguese and Dutch - are concerned, tutors are preparing equivalent tests for validation under the same scheme.

It is beyond doubt that a flexible, student-centred approach to language-learning in a large teaching institution can bring the acquisition of an ancillary language skill within the reach of all who actively seek it, at a time when the number of students specializing in languages is declining. And beyond question is the cost-effectiveness of an Open Learning approach to post-secondary O and A level classes, in allowing a reduction in class-contact hours without a deleterious effect on students' progress.

Hours thus saved could be allocated to the preservation of threatened languages (such as German and Spanish at A level) and the establishment of sixth-form *ab initio* and AS level courses in a wide range of languages either drawing on the subsidiary skills of present staff or, if necessary, exploiting the well-established skills of the peripatetic music-teacher.

As far as the adult education sector is concerned, this mode of learning clearly opens up foreign language to individuals otherwise denied access to supervised study, whether they be shift-workers unable to fulfil a regular class commitment or loners unwilling to do so.

Language-learning, with its heavy skill component, is not an area which immediately appears to lend itself to a system of teaching which reduces teacher-contact to a fraction of the conventional time-allocation. Nevertheless, the experience at Blackpool - albeit limited - seems to tell a rather different story.

Tony Fisher teaches German and French at the Language Centre at Blackpool and Fylde College. Clare Mulderrig teaches French and Russian and also has responsibility for Open Learning. Tony Gray was heavily involved in planning the scheme and how it was implemented at Blackpool and Fylde College.

EXTRA

Regional studies

by Cedric Thimann

with an illustrated project on the life of Marie Curie, or in biology with an album of gaudy butterflies.

Does French regional studies contribute in any way to a knowledge of the language? The answer must depend on how it is tackled.

When, after the Second World War, I sat on a modern language panel destined to produce a memorandum on the teaching of languages, we were emphatic that ordinary French lessons might be "sweetened and relieved" by the occasional talk in French by the teacher, or, say, Brittany, the SNCF or van Gogh. Even if this did not elicit an essay, or an illustrated talk from a pupil, it was an extension and not an interruption of the language course. It never occurred to us to start a French course and then turn off the linguistic tap.

The Great Dilution continues. At CSE level there are still papers containing questions such as "What is the RER?" or "Where are Michelin tyres produced?" (All answers in English.)

When we arrive at A level at least one board replaces a literature question with a regional (social or economic) one, depriving the candidate of opportunities for reading good literature and so improving his vocabulary and writing skill. Polytechnics and some universities examine, not in a modern language but in European Studies, though they do redress the balance by sending their candidates abroad.

All this must affect our language skills, already weakened by over-large classes and with the television spectacle of German and African statesmen speaking better English than we do. Therefore French (or other) regional studies should involve minimum interference with the language course. Talks in French with slides; repeated to allow note-taking; perusal of books (written in simple French) - leading to essays and to projects with French captions: tests and examinations, if any, in French - these should not make impossible demands.

The new GCSE may afford a chance

to raise regional studies to a serious level.

By far the most rewarding region to study, in my opinion, is Brittany. First, there is its proximity to Britain. Second, its "Celticity", creating a nation within a nation, with various similarities to Cornwall and Wales. So, after we have talked about Industry, Agriculture, Fishing, Tourism and History, we can describe the manifestations of Celticity - veneration of former times, including the prehistoric, pre-Celtic past; religious fervour, revolving round a host of officially unrecognized saints; ancient customs and costumes; and the desire for a greater independence and even separation - though the latter was rarely described to me as a "connerie". Pictorially this means menhirs, dolmens and *allées couvertes*; pardons and the *enclos paroissial*; a *fest noz*, *coffres* and black-coated, bowler-hatted players of the *binion*; a map with Celtic place-names *Armor* and *Arcmor* and towns beginning with *pen*, *plou*, *tre*,

and *lan*; and the Breton flag always defiantly evident in processions.

Regional studies are very appropriate to the adult class, whose horizons and experience are somewhat wider than those of school-children. For 10 years I have been teaching one such at a university city in the Midlands. Being a daytime class it attracts mostly retired people (though we run a crèche for mothers of young children), and, though many years have elapsed since their school days, they were mostly reared on sound grammar school lines. If the structure is solid, the reading facility soon comes back, and a veneer of conversational skill is not long in emerging.

And so, after a winter of preparation, about 40 of us mounted a bus which was to take us direct to a hotel in Dinan. (No carrying of luggage, no acting muscles.) What we most enjoyed, I think, was a trip by *vedette* down the Rance, with its relics of ancient settlements on either bank; a posse of Breton dancers, who made us join in their gyrations; the numerous statues of Bertrand du Guesclin with their memories of Anglo-French hatred; and the final reunion in Nottingham with the exchange of slides and cries of recognition.

Dr Thimann is lecturer in French studies at the Adult Education Department at Nottingham University.

Report on Welsh

by Iola Smith

books for native speakers are also being produced, with a further 10 needed for learners. But far more are needed.

"Readers are being prepared for pupils with special educational needs," says Iola Walters of the WJEC's Welsh Department. "We're also devising O level and CSE texts in history, geography and RE. And although we've completed one primary school maths course, demand is such that a second is now essential."

"There's also need for secondary school technology, science and computing books, and we hope to provide some of these by 1985-86. But, due largely to lack of funds, there are no Welsh language texts being prepared for FE students."

WJEC run a national language unit at the Polytechnic of Wales to devise courses for learners and enable native speakers to learn French, German and Spanish through the medium of Welsh. WJEC also sees the need for a development body for Welsh language education, but it notes that an additional £20 million will be needed in the secondary sector alone if a bilingual policy is to be adopted throughout Wales.

Welsh-medium education has inspired a wide range of broadcast material. At the forefront of this development is BBC Wales's Schools Service, which presents radio and television material, the latter broadcast on S4C, the Welsh fourth channel. Eighty per cent of our output is in Welsh and, although we cater for all age groups, most programmes are geared to primary school audiences," says Gwyn Griffiths, head of BBC Wales Schools Service. "Each series is accompanied by teachers' notes outlining approaches and follow-up suggestions, and many packs contain work sheets for the children."

Topics vary from the nursery rhymes and fairy tales broadcast to three to five-year-olds in the Welsh-language nursery schools to the primary school RE series featuring prominent religious figures from St David to Martin Luther King. A series for native speakers traces the history of the Welsh language since its heyday in the 6th century when it was spoken throughout Western Britain, and two introductory series have been produced for learners. The first, for infants, introduces pronunciation and simple vocabulary - animals and the days of the week. The seven to nine-year-olds, however, learn more complex grammatical structures. Participation is encouraged and learners have an opportunity to broadcast their own work.

School science is also prominent. This spring, for example, the effect of erosion is contrasted with land reclamation and a range of energy sources are explored. The series is produced by BBC Wales.

sources from solar to nuclear power will be assessed. A Welsh language science competition is run in conjunction with the programme.

"We're seeking to develop many more secondary school programmes," says Gwyn Griffiths. "Series are currently being planned in readiness for the WJEC 16-plus syllabus in history, Welsh literature, music, geography and media studies. We're also considering our science and technology output. A general series investigating how teenagers view relationships with family, friends and authority is anticipated, together with a third Welsh learners' series. Finally, we're devising ways of introducing news and current affairs, in Welsh, to juniors."

Adults are also eager to learn Welsh. In 1982, 4,255 adults attended language courses ranging in scope from introductory level to virtual fluency. And for those seeking qualifications in Welsh, O levels and the University of Wales Second Language Certificate are offered.

As well as I.C.S. and University extra-mural classes, voluntary courses for English-speaking parents are run by the PTAs of some designated Welsh-language schools. Adults requiring a quick grasp of the language usually attend "Ulpan" courses. Held three or four times a week, the aim is virtual fluency in a term. St David's

College, Lampeter, runs an annual eight-week learners' residential course. Appealing mainly to learners who wish to study Welsh as an academic discipline, it also welcomes overseas students intending to increase their understanding of Welsh culture.

Adult education is being given increasing priority both by educationists and funding bodies. On the teaching front, it is to be introduced this year as part of the Postgraduate Certificate in Education Welsh course at Aberystwyth. Financial support is forthcoming from the Welsh Office, as John Stradling Thomas, Minister of State, explains. "In 1984-85 we made available grants of £120,000 to L.E.A.s and other providers towards the cost of teaching the language to adults. More Welsh is being taught and spoken during the initial education of our children and the signs are that this trend will continue. It's vital that the language is to thrive teaching must continue through adult life, and the willingness of adults to learn and use the language must be encouraged and built upon."

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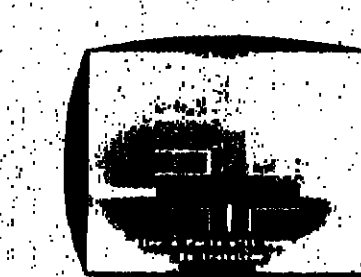
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Directions - a program to practise the perennial topic of giving directions. Right or left - Pierre will sort you out. *Ville de France* - a simulation game for French towns.
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EXTRA

Language Awareness

Philippa Davidson reports on the latest developments

Linguistics in the first year? Surely not. Back to the grammar grind? That won't encourage more pupils to study languages. Isn't it just a sop to the less able who can't cope with a foreign language?

To equate Language Awareness with "linguistics for the less able" is to compartmentalize it. Its champions prefer a broader definition: "Language Awareness is a person's sensitivity to and conscious awareness of the nature of language and its role in human life". This is no academic form of words. Gillian Donnell, the working party's secretary, is adamant that around this discussion table practice conditions theory; in other words, it is school-based initiatives that dictate the direction of the research, and not the other way around.

The first of these initiatives actually take 'depends on the slot occupied by the Language Awareness course in a particular school. As part of a second English course it may indeed include some linguistic analysis; grammar, yes, but with an emphasis on its use rather than as a set of rules to be memorized.

The high dropout rate in foreign languages (two-thirds of all pupils abandon French at the earliest opportunity) can be attributed to teaching methods based on the absorption of meaningless sounds and grammatical rules. By studying one or more lan-

guages alongside their target language pupils will become more conscious of linguistic forms; by dissecting a variety of languages they will approach their main language with greater insight and enthusiasm.

For an inner city school whose priority will be the need to improve communications between different ethnic groups, the Language Awareness course will almost certainly include an English as a second language module, as well as encompassing the relevant community languages. Finally, Language Awareness has a place in the Planning for Parenthood courses run in many secondary schools.

The working party, now in its fourth year, will be continuing this year to maintain and evaluate initiatives and develop new programmes. One of its tasks is to act as a clearing house for ideas from the various schools where courses are being tested, liaising between primary and secondary schools and teacher training establishments, and encouraging a productive exchange of comments and resources.

Alison Piper, of Ealing College of Higher Education, reports an increasing demand for the newsletter, which among other items of interest contains details of progress in testing schools. A bibliography of materials has been compiled and is available from Peter Downes. It reveals, not unexpectedly, a dearth of appropriate published

materials for Language Awareness. The most commonly used textbook seems to be *Introduction to Language* by T. Aplin (Hodder and Stoughton), and more recently there has been Eric Hawkins' series *The Awareness of Language* (Cambridge University Press). Other published resources range from the more enlightened English courses and teachers' manuals to locally produced schemes such as ALPINE (Norfolk); other authorities have also produced their own work-sheets.

There is undoubtedly a need for a wider range of choice in published materials to assist teachers setting up Language Awareness courses. Another pressing concern is teacher training, and the working party reports good progress in the setting up of pre-service and in-service courses.

The last thing anybody connected with Language Awareness wants is for this wonderfully flexible subject to become hidebound by the strictures of an examination. It is therefore all the more interesting to note that an Oxford/Cambridge alternative O level entitled "The Principles of Language" is currently under discussion, designed to test the kind of course followed at the Oratory School, Reading. It includes sections on regional dialects, British and American English, and syntactic and semantic analysis, from which the following extract is taken:

Paraphrase the two sentences in each pair. Identify where the difference lies in the surface to contain different relationships between their components underneath. Fred was slow to help; Fred was hard to help. He left her a pauper; he left her a hero.

Unravelling the examinee may be the biggest problem. For the linguistically inclined, such tasks may prove a satisfying substitute for poring over a piece of Latin prose. And, since the languages are living, a more valid one too.

The following examples serve to illustrate the breadth of Language Awareness courses and the type of

teaching situation in which they are currently encountered. At the Henry Box School, Oxford, the first year introduction to language course covers communications, how language is created, and how babies learn to talk. The North Westminster Community School, London, has first and second year courses on world languages including the development of speech, the history of writing, language families, borrowing, the Hebrew and Russian alphabets, Arabic, Bengali and Chinese. All this plus a choice of French, Spanish and Russian as a principal language.

At Farningham School, Sunderland, the introduction to language courses includes the geography of Europe and language families; the emphasis is not on learning about language but on the skills fundamental to language learning, namely talking, listening, writing and reading. At the Priory School, Barnsley, the Language Awareness course is specially designed to help those pupils who have problems with English, and is directed by the head of English with cooperation from a team of teachers from other departments.

At Kingshorpe Upper School, Northampton, Language Awareness is the key to improving the school environment. Pupils have produced a video about safety in school, and devised their own EFL material to help in understanding how their own language is structured. They also study English in practical situations such as job applications, interviews and form filling. Hambrough Middle School, Southall, one of the few schools to pilot Language Awareness with younger children, ran an enterprising three-part scheme organized by Ealing College staff working with teachers and pupils from the school. The course covered communication, advertising and reading, where children were encouraged to discuss their own reading habits and those of their family and friends. Reading and advertising were the most successful, reported the teachers, possibly because they lent themselves most readily to a multi-

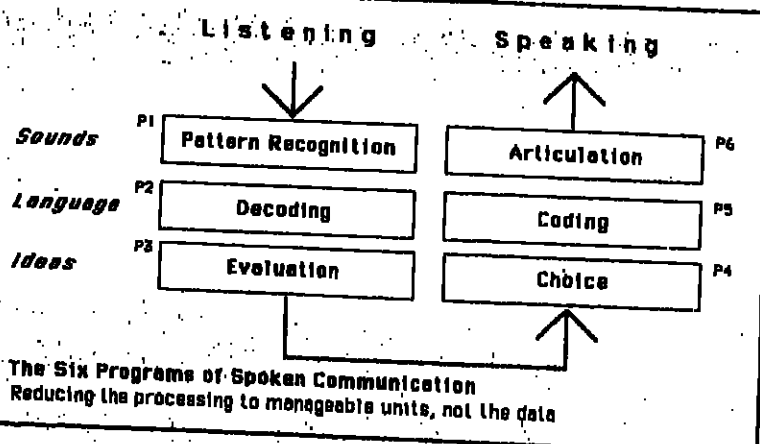
cultural approach.

What do children think about Language Awareness? The head of Language at Cundle School, Northampton, reports on his own course: "Interest varies considerably from fascination to boredom - level linguists to those who have been scraped a CSE French." Reaction from the Henry Box School is wholly positive: "It helped me see how language works and how complicated language is to learn." At Farningham School, the pupils approved of the course "because it's easy" and "because we learn about countries that (ie before starting French).

No one would take issue over the importance of sending our children into the world equipped with a "guarantee for life" - the ability to understand and communicate effectively in their own language in its spoken and written forms. Is it too late for Bullock to make effect? The DES does not seem to be more than politely interested in making Language Awareness a curriculum subject. Post-Bullock ideas may be premature. In primary schools language development has been an activity for some time. Teaching methods have been directed towards the exploitation of the children's own interests and experiences, and the language work involved in problem solving, surveying and investigation is precisely Language Awareness under another name.

It is heartening to know that at the most crucial point in the child's education - the break between primary and secondary school - the cultural gap is narrowing as pupils begin to express themselves with confidence in their own language and take their first steps in the language of their neighbours, be it German, Gujarati or Gaelic.

* Copies of the Bibliography can be obtained from Mr P J Downes, 42 Hambleton Road, Stratford-upon-Avon, Warwickshire. Price 30p plus 80p postage and packing.



(P4), find the appropriate words and grammatical structures to code; the response (P5) and finally to articulate the response with accurate pronunciation and appropriate intonation (P6). In our own language, the top four programs for processing sounds and for language normally make heavy demands on our processing capacity. We used to the sounds, we know what the words mean and how the grammar works, we can hear the decode, code and articulate, and still have plenty of spare processing capacity left over for the two ideas programs, P3 and P4, or indeed to think about something else as well.

We are all aware, however, of occasions when the processing capacity has to be redistributed and the ideas programs interact in different ways. If there's a lot of ambient noise, we do more guessing than decoding and if we have to switch to shouting to make ourselves heard, we also tend to simplify what we decide to say. If we're trying to understand someone with a speech impediment, an unfamiliar regional accent, or if the topic and terminology are unfamiliar to us, we may find we're so busy trying to decode what is said that we have little time left to think about what it means (what the speaker means and what it means to us).

Similarly, if we are asked to read aloud for others, we often find we are so busy with the performance that we fail to retain the content. We can say that our performance is degraded by processing overload.

When we start to use these six programs to process a new foreign language, we find that we must first decode the four sounds and language

programs each require much more processing capacity. Because we're not tuned into the sound system and we have a poorly stocked data base, we mis-hear, we mis-interpret and very little useful linguistic data gets through to P3.

Because we don't hear or decode successfully, we're not increasing the stock of linguistic material we can draw on when we try to code and articulate. In consequence, the two ideas programs are much more active, searching for non-linguistic data (for example, non-verbal communication and our existing expectations and knowledge of the world, the topic, the situation) to compensate.

Paradoxically, therefore, the only way we survive is by switching attention away from the language itself and guessing, relying on our natural wit and creativity. Language-learning methods which force us into interactive situations actually prevent us from paying attention to the language.

Incidentally, the system analogy doesn't hold here. Messages start coming in from our "emotional states" (P7) to us, "emotional states" (P7) and our "self-image preservation program" (P8) just don't happen to have the gift for it which between them can soon block out all other attempts at processing. Finally, our "operations controller" steps in and gives this language learning project the chop for lack of time. Exit your language-learning self.

In contrast, if we use the computer system development approach, we take it for granted that we must first define our requirements in a project plan, embark on data collection

and define our various data files. When we come to examine the work required on the six programs, we realize that P3 and P4 can be used if they stand because they are designed to work with whatever data is made available to them. That leaves four programs to work on individually before attempting to run them together.

While we are learning to hear, use individual sounds and the subtleties of intonation patterns (P1), we do not at the same time attempt to decipher guesses at meanings (P2); instead we start by knowing what is said so that we can devote all our capacity to noticing how it is said. We're not interested in the trivial, one-dimensional listening comprehension exercises (do they prefer football or tennis?) but in learning to become aware of the hundreds of intertwining strands of information in every utterance (about the speaker, his background, attitudes, intentions, etc.) how voice and language are used to give subtlety and precision to communication.

Similarly, when we focus on learning to articulate sounds (P4), we do not at the same time struggle to control our own sentences from our own meagre database of structures and vocabulary (P5). Instead we develop advanced performance skills by articulating other people's ideas, not from memory, but with the support of a model cassette, the written text and a translation.

Intensive work on P1 and P2 without the distraction of other processing demands enables us to work from Day 1 on as wide and sophisticated a range of authentic native material as possible. As with developing the computer system, we develop the sequence of activities into individual modules and then program each module to work with the speeds, volumes and complexities of data we expect to encounter in the live situation. Only then do we start to chain the modules together until we have an integrated system.

Jill Johnson is founder of Mind Management, which undertakes research and training in information handling in work, reading strategies and approaches to foreign language learning. Her address is 8 Clifton Gardens, London W9 1JH. Tel: 01-288 3728.

This article is based on material used in her *Focus Workshops: Systems for Foreign Language Learning*. She is preparing a book, *Why do I learn a language so fast?*

For French teachers, the traditional visit to France can be equally enjoyable and frustrating, the frustration often resulting from the need to obtain up-to-date and realistic teaching aids on a restricted budget and with little time to spare.

It is hoped that the following information will meet the requirements of diverse shopping lists. Every effort has been made to ensure the accuracy of the details but it would be advisable to check them before ordering, as prices tend to go up without warning. Addresses are provided at the end.

BELC

This gem is like a French equivalent of CILT, concentrating on the teaching and learning of French as a foreign language, yet is surprisingly little known in the UK.

It deals with written enquiries, and welcomes visitors to its library (sometimes closed in the summer); it organizes conferences and courses in France and abroad; it coproduces *Le Français dans le Monde* and other publications with Hachette and Larousse.

Above all, it publishes many reference lists (some sent free) on such topics as magazines, slides, games, traditional and pop records, grammar books, teacher's manuals, and a range of home-produced, cyclo-styled bound documents for teachers, at practically cost prices. Among recent offerings we find:

● *Le document brut allatoire: le papier*, a methodical study of the many uses which can be made of the leaflets and brochures we pick up when travelling; many practical ideas emerge - all new, but put together in a helpful, structured way. (Fr38)

● *Ne raccrochez pas*: two volumes on the use of recorded telephone messages for listening comprehension and for oral response (Fr20 each); cassettes are available.

● *Simulations globales*: focuses on such themes as *l'immeuble, le village, les fêtes, l'auto-car, le camping*, and techniques for biographies, descriptions, inventories, plans. (Fr30)

● *Le roman policier: collectif expérimental: Encore un coup d'arquette et Qui a tué Victor?*: techniques for group production of a collective detective novel. (Fr33)

● *La lettre de vacances: Les lettres de Paulette et Victor*: based on detailed analysis of many examples of holiday correspondence, this offers hints on style for all sorts of purposes: serious letters, class or homework exercises, freely imaginative writing - everything from the sublime to the ridiculous. (Fr20)

● *Comprendre la presse*: a slim collection of exercises similar to those in media-based comprehension books widely available in Britain, but which could provide another choice. (Fr15). (See also Games below).

BOOKS

It is tempting to pick up one book-shelf with a volume like *Quartier public*, produced by CNMHS, the French equivalent of the National Trust. This lists châteaux, castles, abbeys and gardens of historical significance, rather on the lines of *Historic Houses and Gardens*, but a fairly novel idea in France. Places big and small are listed by department under regional sections accompanied by a stylized map. In the middle of the book is an enchanting collection of colour photographs.

Hachette is distributing a selection by Nicole Mucknik and André Burguière, of salient articles which appeared in *Le Nouvel Observateur* in the months after President Mitterrand's election. However, *Le Nouvel Observateur* 81-82, 18 mois en 80 articles (Fr70) is not merely a collection of political viewpoints but covers a wide range of topics, from contemporary society, personalities, human problems, to travel and reports from or about abroad, from the pens of prominent contributors, including René Rémond, Le Roy Ladurie, J. J. Ionesco, Roger Pélissier, Michel Foucault, Mgr Lustiger. This will be appreciated by many already used to similar omnibus volumes, such as the collection from L'Express.

Another recent and welcome contribution to the Hachette catalogue is *Les communes en France* in the "En savoir plus" series, a companion volume for *Les élections en France*, making the same visual impact with its double-page spread - clear text on top left and colourful illustration on the right (approx. Fr33).

Bargain hunters searching through Joseph Gilbert's pavement stall might find a book, *Why do I learn a language so fast?*

From Paris with love

An A to Z guide to teaching materials in French compiled by Françoise Deniaud

do worse than part with Fr25 for *La cuisine du terroir*, one of several appetizing titles in the series of bound collections of recipes from the magazine, *Modes de Paris* (this title: ISBN 2 7074 9010 5). It is a mouth-watering encyclopedia of traditional French regional/local cookery - the slightly old-fashioned textual presentation is more than compensated for by the clear practical content and lavish colour photographs - a total of 400 heavy glossy pages with many simple as well as economic suggestions. As a cultural reference book it is priceless.

BOOKLETS AND LEAFLETS

The Mairie de Paris produces a wide range of free booklets: *Paris en chiffres* is an 80-page pocket encyclopedia of fascinating facts - a "must" for projects and quizzes. It will tell you which is the shortest street in Paris, the total number of public benches and rose bushes, the various types of street light, the number of microfilms in the Pompidou Centre library or of windows in the Louvre. Also of interest is an A4 booklet on *Les Halles - le nouveau cœur de Paris*, with a map at the back and a forecast of the 1986 end project. And there are many more, for example a leaflet on new green bottle banks, and the Catacombs.

Free from the RATP (metro) offices are some very informative brochures on "RATP 1983", the RER and *Le métro des origines à nos jours* and *Le métro d'aujourd'hui*. They also produce a number of individual technical titles on the new "white" metro, buses, both standard and articulated, and the new equipment to be used jointly by RATP and SNCF, the national railway network. You can also pick up leaflets on various users' cards such as "Paris Sésame" for tourists and "Carte Intégrale" - the new annual version of the "Carte Orange", and you are positively encouraged to *pliquer* their anti-pickpocket guide.

Particularly informative and varied are more free handouts from the CNMHS on individual châteaux, rivers and coasts, one on plains and mountains, one on energy but you might need two copies of these as they are partly printed front and back; there are four booklets on the history of France, of which the last (1900-1945) is probably the most helpful, with black and white photographs instead of the rather dated drawings used in the others.

Documents Okapi has come out with a thin, A4 booklet with an attractive presentation for children of all ages on *La mairie, à quoi ça sert* (Fr20).

Last but not least, the *Textes et documents pour la classe* series - or TDC - available from CNDP, is extremely valuable for sixth-form-plus topic work on such themes as immigration, the French national



health service, the census, energy sources, pollution, transport, retailing, fashion, French songs and the theatre to name a few. Each title costs Fr5-Fr10 on average - less than a magazine, but containing almost as many pages of photographs as of articles, offering a bibliography, some useful addresses and often a glossary. More recent TDC issues also contain a detachable poster; these vary in merit, but some are worth noting, for instance, the various types of French bread in the issue on *Le pain* (346), the Olympic sports in *Les Jeux Olympiques* (352), *Le chemin de fer français* (347) or the history of French banking in *La banque* (339).

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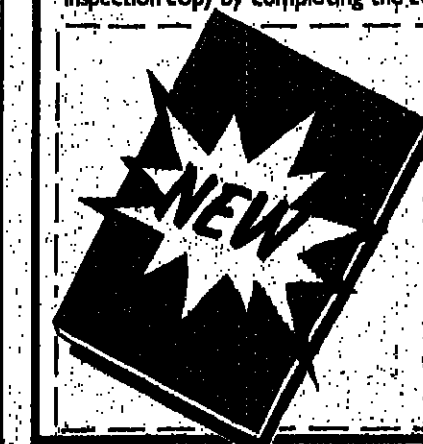
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The other benefits of computers

by Jill Johnson

The benefits of computers for word processing, machine translation and interactive language learning are well-documented. It's possible, however, that the greatest benefits for the language learner will derive, not from the use of the computer itself, but from the application of computer concepts and standard system development techniques in the search for learning methods which will give a better return on our investment of time.

If we think of ourselves as computers or "information processors", the act of "learning" as the development of a new system, we become aware of the extent to which current foreign language learning methods are often counter-productive.

It becomes obvious, for instance, that methods which plunge you directly into "interactive", "conversational" or "situation" learning are inefficient. You are engaged in too many new activities at once. In computer terms, by spreading capacity between too many competing programs, you are causing "processing overload" and degrading performance. Or, to take another image, you are trying to "go live" on a new system before going through the system development stages. Even with standard packages, no one expects to take Company X's payroll or invoicing system and use it in Company Y without first going

through a number of standard procedures, such as preparing a statement of requirements, defining and setting up data files, and tailoring the individual programs to suit the new environment.

To decide how best to learn a foreign language - "to develop a new system for processing language X" - we can start by examining what happens when we have a conversation in our mother tongue. We can identify six major programs that we use simply to process the language, and various supporting programs concerned with assessing the situation, monitoring the environment and processing the non-verbal communication.

These are, of course, able to run in parallel with a host of other programs, some virtually autonomous like those controlling body functions, others concerned with physical and mental activities which may be totally unrelated to the present conversation.

The six language-processing programs are shown in the diagram. The three listening programs enable us to recognize sound patterns (P1), decode them into meaningful words and phrases (P2), make sense of the whole and evaluate it against both our existing ideas and what we want to get out of the communication ourselves (P3). The three speaking programs enable us to choose an appropriate response and moment to intervene

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From Paris with love

An A-Z guide to teaching materials continued

FILMS

It is not always possible to see good, new French films. However from L'Avant-Scène publications you can get the script of many films, with black and white stills. The list includes films by Tavernier, Sautet, Truffaut as well as some with a French theme if not a French director (for example, *Un amour de Swann*). Prices vary from Fr32 to Fr42 or so. A catalogue is available.

FOLDERS

The Documentation Française is the centre for folders, a bit like jackdaws but the documents are of a standardized format. Black and white as well as colour reproductions are accompanied by thorough research notes by experts in their field. Topics include Louis XIV or the French Revolution, as well as literary - *Roman et société au 19ème siècle* is good for background on Balzac, Zola and Hugo - and geographical ones. They cost about Fr37 each, and some have accompanying slides (see Slides below).

GADGETS

If you are looking for suitable small souvenirs or prizes for "good work", the "in" things still seem to be all the items in the metro boutique. Boutique Ticket Chic, but most of them are rather pricey.

Still it is possible to find metro ticket key rings (the cheaper version costs Fr10) and Mallat metro ticket rubbers (Fr7 from the Boutique, Fr4 from Monoprix). More traditional keyrings can be obtained at Prismic, but with the advantage of representing French bank-notes (four models available, Fr5 each), while the Paris St Germain football shop has jersey keyrings for Fr5.

Of course, the ubiquitous Eiffel Tower keyrings and brooches can cost you as little as Fr3 each, but prices vary considerably. (The Rue de Rivoli arcade shops are worth a browse.)

GAMES

Cartes Noires comes from BELC: it is a 32-card game aiming at communication and based on analysis of the traditional detective story; players have to make up and elucidate myster-



ies. This was initiated in Spain for a competition and is widely used there in French classes (Fr33).

Two books deserve a mention in this section: also from BELC, *Jeux et techniques d'expression pour la classe de conversation* is a treasure trove of about 60 games concentrating on presentation, improvisation, fluency, observation, simulations, case studies, role-play, guessing, puzzles. Quite a few are familiar, but the general presentation and collection is handy (Fr38).

The other title is available from BELC or Hachette: *Jeux et activités communicatives dans la classe de langue*, by François Weiss (Fr55) will not be unfamiliar to those who had the opportunity of attending some of Monsieur Weiss's lectures and sessions when he was *conseiller* in London. Many useful tips can be gleaned from both titles.

MAGAZINES

Le Français dans le Monde should need no introduction. The special issues are really worth looking at, and back numbers can be bought, some of them right back to 1970; a list is available from the publisher, Hachette.

Phosphore is directed at the teenage market and presents solidly researched dossiers on topics like advertising, music, politics, or *jeune* life. Each issue is a little expensive but you might be able to buy a back number or two.

MAPS

These are often an unbeatable source of information in a concentrated form. Editions Gabelli has published an administrative map of the French regions (Fr24) and one called *Tourisme et culture: Visiter la France* (available from IGN at Fr22.50), showing colour-coded sites, national parks, wine regions and with smaller maps of the Paris suburbs, the Loire Valley, Corsica, sunshine hours and snowfalls.

The only snag about the Gabelli maps is that they are printed in two halves of France, back and front. IGN also produces a cultural map called *Richesses artistiques de la France* (No. 902; 1:1,000,000, approx. Fr22) and a more detailed (1:250,000) one of France's cultural and touristic environment. This is also available from them.

Recta Foldex has issued two marvellously tempting maps of gastronomic delights. The front gives a map of the country with illustrations round the sides, while the back bulges with details - again a case for getting two copies.

Les Douceurs de France map includes such classics as *berlingots*, *bergamotes*, *bûches*, *pruneaux*, *anis* and *madelaines*, but have you heard of *éphémères*, *lichoumiers* and other *picadours*?

Likewise, the *Gastronomie de France* map displays an appetizing array of *quiches*, *quenelles*, *gougères* and *tartiflette*, but also *Chaudrée*, *Tripoux* and *Judrin* - enough to fox many a quiz expert! Each map is available from OTF, Price Fr15.

Some maps are free, and one of the best is likely to be the *Autoroute de Normandie*, which is a detailed cultural map of the region.

MODELS

If you have ever tackled making a model of the Eiffel Tower with pupils - there is an American version in book form on the British market - you might want to develop your architectural skills further.

A Clermont-Ferrand company has produced three models in book form, with some accompanying background notes (Chenonceau, Le Hameau de Versailles, L'Arc de Triomphe). They cost Fr48 each and can be bought at the Louvre Museum shop; the publishers, L'Instant Durable, have two more titles in preparation (Notre-Dame de Paris and Arc de la République).

The CNMHS has two other models available in kit or book form: *Le Panthéon* is a special issue of the CNMHS magazine, while *Le Mont St Michel* is a very elaborate affair. Its purpose historical and technical, and pupils are meant to learn about all the various aspects and stages of the mount's construction as they build it (Fr80).

These last two models are in black and white, unlike the others, and would also need decorating.

POSTCARDS

If you are interested in French advertisements, there is quite a selection of such postcards: the Flammarion bookshop in the Raspail centre, unfortunately rather expensive (Fr4.50 each) but many quite striking from a visual as well as linguistic point of view - the *baguette* and *Bourbon* one, or *A l'abri des pépins* advertising the post office life insurance scheme for instance.

The Documentation Française sells Mitterrand postcards at Fr1.30 each. Image In Editions has produced a card of France as seen by satellite, and several humorous ones of French history *vue par les cancanes* - 1066 and all that style.

Paris sur un fil, with sites on a washing line, is produced by Editions Cartes d'Art, and stylized red and blue cards in blue, white and red by Paris Jeunesse. The Maison d'Alsace has an excellent stock of Hansi reproductions.

POSTERS

It is nice to know that some posters can still be bought cheaply. The Office de Tourisme de Paris's selection starts at Fr5 for a *Bienvenue à Paris* poster with the Arc de Triomphe (approx. B3 size). *Paris d'Adore* costs Fr10, but particularly good value is a set of four partisan sites (53cm x 72cm) - the Arc de Triomphe, the Cité, the Sacré Coeur and the Eiffel Tower - in a smooth, glossy print (Fr15 each). The

PROVINCES and REGIONS

A leaflet obtainable from the OTF or ANIT lists about 18 *Maisons de province* at Paris which can be visited individually for information on particular areas. The welcome is generally pleasant, but some are more generous than others - not all will give you free posters, but they will be very liberal with handouts.

SLIDES

The Louvre sells small black Dialouvre booklets - 10 slides for Fr33 on the Louvre and the Jeu de Paume stock, and the menu is large, from Bouche, Cézanne, Chardin, Corot, Courbet, Degas, Gauguin to Monet, Renoir, and Toulouse-Lautrec etc.

The RATP has three lots of slides available, Fr30 per pack, on the metro, the buses and the RER.

The CNDP produces Radiovision packs of 16 slides, some with flexible plastic records or a cassette for the more recent titles, all with introductory notes in French for the teacher. These are meant for the 10 to 12-year-olds in France, but the information provided will satisfy many a sixth-former and beyond. Titles include: *Demain quelle énergie?*, *L'océan menacé*, *Le métro de Paris au service du public*, *Roissy*, *Le Corbusier*, *Matissse*, Van Gogh (approx. Fr68).

The Documentation Française stocks slides to go with its folders but these can be purchased separately (Fr37 for 12) and they have an introductory booklet in French. A comparatively recent title is *La France dans le monde* (published June 1984), whereas *La France par huit* is eight years old but can still be of some value - there are various sections like *Le sud-ouest: paysages et tourisme* or *Le sud-est: l'enfance du paysage*, about two-thirds tourist.

La Maison de l'Auvergne has a very large selection of slides from the region (Fr13 for six, Fr26 for 12): châteaux, crafts and traditions, cheese making, volcanoes are all well represented.

STICKERS

Some shops charge the earth for these by comparison with Britain, but there are some bargains around: OTF sell *Paris d'Adore* for Fr2, the Paris St Germain football shop has some nice ones for Fr4 and the Rivoli arcade shops seem to offer a reasonable selection (Fr5 from A Jeanne d'Arc), but you might be lucky and get some free ones from either Europa No. 1 or RTL.

POSTSCRIPT

If your appetite has been whetted, try Hachette's new *Collection policiers*, edited by Brigitte Sutor, of two or three original or adapted detective stories per volume. Or see if you can solve Alain Demouzon's 13-mystery short stories in *Le complot du Café Rouge* (Editions Ramsay).

Another new Hachette title is Pucheu's *Les Français vis par la presse*. Hatier offers *Vivre au pays*: la *pragmatisation du terroir à travers la presse*, concentrating on specific aspects of French regions (authors: Leroy and Nahmias). Another Québécois to come out is entitled *La France palme* (Hatier).

Look out too for BELC's new edition of the simulation game *L'immeuble* as well as a second volume of *Jeu, langage et créativité* subtitled *techniques d'expression et jeux communicatifs*.

For the price of a small vocabulary booklet, a free collection of new French words can easily be started. The newspaper *Libération* has the reputation of being a word launcher, but some critics say its jargon is

becoming too self-contained. Issue 1728 of *L'Express* asked, in an anxious-looking Victor Hugo cover, whether the French language was on the road to perdition. So, you look at the platform advertisements. With *Néale le plaisir* on *monde* *châter tous les jours d'aujourd'hui* *RATP*, *pour vous faciliter la vie*, the French language is certainly alive and kicking.

And if you have decided to do without your duty-free bottle of post this time, you might still have some room to spare at the bottom of the shopping bag for a real treasure chest: the latest edition of the *Quid* escape lexicola, about Fr150 and worth every centime!

ADDRESSES

Agence Nationale pour l'Information Touristique (ANIT), 8 avenue de l'Opéra, 75001 Paris.

Absace: Maison de l'Alsace à Paris, 3 avenue des Champs-Élysées, 75008 Paris.

Annaud, 95130 Le Plessis-Bouchard, Automate de Normandie, Direction générale, Relations publiques, 41 bis rue Duquesne, 75007 Paris.

Bureau pour l'enseignement de la langue et la civilisation françaises à l'étranger, 1 rue Lhomond, 75005 Paris (BELC).

Caisse Nationale des Monuments Historiques et des Sites (CNMHS): Hôtel de Sully, 62 rue St Antoine, 75004 Paris (free enquiries); Service commercial de la CNMHS, rue du Palais, Porte F, Cour à l'Est, 75008 Paris (orders).

Carthes d'Art, 9 rue du Dragon, 75006 Paris.

Centre National de Documentation Pédagogique (CNDP), 29 rue d'Ulm, 75230 Paris.

Calixt 16 (orders): Librairie du CNDP, 10 rue du Four, 75270 Paris Cedex 06.

Documentation Française, 28-31 quai Voltaire, 75340 Paris Cedex 07.

Editions Ramsay, 9 rue du Cherche-Midi, 75006 Paris.

Europe 1, 26 bis rue François Ier, 75008 Paris.

France Promenade, 1 rue des Carrières, 78010 Feucherolles.

Gubelli (Editions Géographiques et Touristiques Gubelli), 141 rue de la République, 75001 Paris.

Joseph Gilbert, 26-30 boulevard St Michel, 75006 Paris.

Hachette, 79 boulevard St Germain, 75006 Paris.

Paris Codex 06.

Hatier, 8 rue d'Assas, 75248 Paris Cedex 06.

Image In Editions, 63 rue du Faubourg St Martin, 40300 Senlis.

L'Instant Durable, 1 rue de la Tréfilerie, 45000 Clermont-Ferrand.

Insitut Géographique National (IGN), 19 rue La Boétie, 75008 Paris.

Éditions d'Art Jos Le Doaré, 29 rue Chateaulin.

Louvre: Services commerciaux de la Réunion des Musées Nationaux, 10 rue de l'Abbaye, 75006 Paris.

Mairie de Paris, place d'Hotel de Ville, 75004 Paris.

Monoprix - various branches - the Opéra one is conveniently situated and is well crowded.

Office de Tourisme de Paris (OTF), 17 avenue des Champs-Élysées, 75008 Paris.

Okapi & Phonoparc, Bayard-Press, 31 boulevard, 75008 Paris.

Qu'est-France, 38 rue du Pré-Saint-Jac, 75002 Paris.

Remmes.

Paris Je l'imme, 12 rue Chateaulin, 75006 Paris.

Paris St Germain boutique, 23 rue Franklin Roosevelt, 75008 Paris.

Phosphore - see Okapi.

Prismic - various branches - the Opéra one is well known.

Quid, 6 place St Sulpice, 75006 Paris.

RTL - Radio 166 Luxembourg, 10 boulevard, 75008 Paris.

Régie Autonome des Transports Parisiens (RATP): Boutique Ticket, 101 boulevard des Filles du Calvaire, 75001 Paris.

correspondances RER, Métro, RER, Halles; Service des Relations Extérieures, 55 quai des Grands Augustins, 75001 Paris.

Volume 16, 65 cours de la Libération, 75013 Paris.

Lyon Cedex 3.

Françoise Denizot is head of Modern Languages St. Ephigene C of E School, Mallock Derbyshire.

PRIMARY HEADSHIPS

continued

BUCKINGHAMSHIRE
WYCOMBE AREA
NORTH SCHOOL
An Equal Opportunity Employer
1255 PIERCE COUNTY
FIRST SCHOOL
Newfield Road, Marlow SL7 1TW
REQUIREMENT OF
HEADTEACHER (Group 5)
(Subject to Triennial Review)
Applications are invited for the Headship of this Group 5 school for appointment from September 1985.
Application forms and further details available from the Director of Education, 110010
(41560) 110010

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An Equal Opportunity Employer

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PRIMARY FIRST TEACHING APPOINTMENTS

For September 1985, Devon is starting a new scheme for the appointment of primary probationers following the retirement of experienced teachers. Applications for the following posts are invited from primary students who will complete their training in 1985, or recently trained teachers who not previously obtained a full-time post.

Application forms can be obtained from the Headteacher and are returned to Chief Education Officer, Education Department, County Exeter, by 16 February 1985. A stamped addressed envelope should be enclosed with each request.

Mr Michael B. Roberts

Marwood Primary School,
Marwood, Barnstaple, EX31 4HF. (Roll 80)
Scale 1 — Infant/ Junior
(6, 7 and 8 year olds)
Required September 1995.
Hartland Primary School,
Hartland, Bideford, EX39 6BP. (Roll 103)
Scale 1 — Reception Class
Infants
Required September 1995.
Heathfield C of E Primary School,
Heathfield, Newton Abbot, TQ12 2BH. (Roll 29)

Scale 1
Required for September 1986 to teach infants. The ability to play is essential and an interest in all aspects of Music desirable. Applicants must be communicant members of the Church of England.

Kingsbridge Primary School,
Belle Cross Road, Kingsbridge, TQ7 1NL. (Roll 30)

Scale 1
Required for September 1986 to teach infants. The ability to play is desirable.

Palngton, Oldway Primary School,
Higher Polisham Road, Palngton, TQ3 2SY. (Roll 10)

Scale 1
Required September 1986 to teach infants.
Newton St Cyres Primary School,
Newton St Cyres, Exeter, EX6 6DD. (Roll 63)

Scale 1 — Infants
Required September 1986 for Early Years — Infant training. Plus
curriculum interests/philosophy.
Exeter Bradley Rowe (5-8 Years) First School,
Burnthouse Lane, Exeter, EX2 6AY. (Roll 278)

Scale 1 — General Subjects
Required September 1986, a sympathetic and enthusiastic teacher
Social Priority school. An interest in music desirable.

Exmouth C of E (Aided) Primary School,
1 Beacon Place, Exmouth, EX2 2SR. (Roll 167)

Scale 1 — General Subjects
Required September 1986. Please state age range for which qualified.
Wembury Primary School,
Wembury, Plymouth, PL9 0EB. (Roll 228)

Scale 1
Teacher for Lower Junior class. Science an advantage.
Northlew and Ashbury Primary School,
Northlew, Okehampton, EX20 3PB. (Roll 26)

Scale 1 — Infants

Scale 1
Teacher for Lower Junior class. An Interest in Humanities an advantage.
Bere Alston Primary School,
Bere Alston, Yelverton, Devon, PL20 7AU. (Roll 2)

Teacher for infant and reception class. An interest in Science an advantage.

Montpelier Infants School,
North Down Road, Peverell, Plymouth, PL2 3HN.
(Roll 254)

Scale 1

Teacher for large class of infants to be interested in working with teachers as a member of a team. Please state special interests and

Knowle Primary School,
Ringmore Way, West Park, Plymouth, PL5 3QG.
(Roll 262)

Scale 1

Teacher for Lower junior class. An interest in Music an advantage
Gulworthy Primary School,
 Gulworthy, Tavistock, Devon, PL19 8JA. (Roll 34)

Scale 1 — Infants
 To teach whole infant range (5-7). An interest in Games, Sw
 Environmental Studies an advantage.

Woodford Junior School,
 Litchton Way, Woodford Estate, Plymouth, PL7
 (Roll 257)

Scale 1
 Young teacher aware of contemporary approach to primary ed
 Please state curriculum

strongly.

DEVON

4131000

100% POLYESTER

1125185 010001

[illegible]

Mixed Comprehensive, 18 -
16 years
No ex. roll 1,549
DEPUTY HEAD, GROUP 12
Required from September.
1985
Application form and
further details from the
Director, H.A.E. please
closing date 15th February,
1985. (41276) 130012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Attn: Mr. J. S. Searns
VINTERS GIRLS' SCHOOL
Upper Street, Maidstone,
Kent ME14 1SA
Tel: (0662) 53584
Deputy Headteacher (Group
12) from September 1985

SAE for application form
and further information to
the Headmistress.
(41717) 130015

DEPARTMENT
D DIVISION
School for Boys
Ashford TN24 8AJ
(to review) Roll 878

Teacher

The school became a High School in 1964 and the school has a reputation for all abilities at age 11 with some age 13.

Particulars available from Divisional Office, Ashford TN23 1NP (SAE) could be returned by 22nd February 1990.


COUNTY COUNCIL

**Controlled Middle
Group 6 Ages 9-13
on Roll 370**
A suitably qualified and
post of Head of the above-
school will move to new
teacher is sought who will
for the flexible use of the
curriculum thinking.
town in "Constable
of Colchester.

Forms are available from
Grimwade Street, Ipswich
Completed forms should be
85.

(11033)

**County
Council**

The coat of arms features a shield with a central sunburst or starburst design. Above the shield is a crest consisting of a crown and a cross. The shield is supported by two lions on the left and two lions on the right. Below the shield is a scroll or ribbon.

BERLAND
SCHOOL,
MORPETH NE61 1DN
and Comprehensive High
(both Form of 300.)
ADTEACHERS

Members of the Hostmaster's
pricing:
(nd Development)
(ucation)
(School)
(School)
nd 2. Candidates, who must be
sufficient experience and
leadership, should write to
ry which post they are
interested for wishing to be
sulum vitae, with names of 2
closed).
is available from the

Insurance payable in approved
tion may be available.
15.

(11027)

ESSEX

Chester Road, Loughton
 Essex IG10 2LD
 (Voice mail, fax, e-mail, coeducational,
 comprehensive)
 See enrol roll, 170 in Sixth
 Form
ENGLISH (SCALE 1 PLUS)
LONDON PRINCE
ALFRED
 Required for September
 suitably qualified per-
 son capable of teaching across
 the age and ability range of
 11 - 18 School. An in-
 terview in drama would be an in-
 terest
 For further details and ap-
 plication forms see
 from the Headmaster of
 School. (414358) 1

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS
GRAMMAR SCHOOL FOR
GIRLS
Southfield Road, Tunbridge
Wells TN4 8UJ
4 F.E. Selective School.
on roll, 220 in Sixth Form
Required for the summer
term 1985

and possible A.C. This temporary post to maternity leave. Apply as soon as possible by letter with c.v. and names and addresses of professional referees. Headmistress at the B (41724)

TEACHERS

Primary School,
South, TQ14 9DT. (Roll 152)
Over 18 years of experience essential for a post of a Catholic Teaching Certificate holder. Full responsibility for games. Previous teaching date 18 February 1985.

* * * *

South's (Comprehensive)
Primary College,
TQ14 9DT.
(1650)
Over 11 years of experience essential for a post of a Catholic Teaching Certificate holder. Full responsibility for games. Previous teaching date 18 February 1985.

outh, PL4 7PG
 umber 1965. This is a new purpose b
 eventually include the 11-15 age ran
 ology

teacher is required to establish the following wide range of activities in the initially A level.

and musical interests is sought to establish

es

and teacher is required as Head be interested in organising a wide range of sports hall and gymnasium will

to establish the department. Candidates for the post should have a wide range of subjects including typewriting, shorthand, bookbinding, a large number of vocational courses.

and the modern languages department

to develop computer awareness in subject background will be acceptable to be second in department with special closing date 16 February 1986.

* * * *

Plymouth, PL9 9BR.

teacher for group of children difficulties.

* * PE



— *Journal of the American Medical Association*, 1997

INDEPENDENT EDUCATION continued

MANCHESTER WITHINGTON GIRLS' SCHOOL. (G.S.A. Independent, formerly direct grant). Founded in September 1885, a graduate in Home Economics to teach the subject to 15 girls in this school of 560 girls aged 11-18 years. Salary Burnham Scale 1 or 2 according to qualifications and experience. Applications with curriculum vitae and names of two referees should be sent to the Headmaster, Withington Girls' School, Fallowfield, Manchester M14 5BL (41568) 183024

Mathematics

Heads of Department

NEWCASTLE UPON TYNE
DAME ALLAN'S BOYS' SCHOOL. (H.M.C. Independent, Assisted Places)

HEAD OF MATHEMATICS

Required for September 1985. Graduate to take charge of a department of two graduate mathematics teachers. The school has 10-11 plus to Advanced Level and Oxbridge entry, and to teach the subject at all levels. Burnham salary: Scale 4. Applications with curriculum vitae and names of two referees should be sent to the Headmaster, Dame Allan's School, Newcastle upon Tyne NE4 9YJ (41677) 183418

HERTFORDSHIRE
St. Albans High School
C. of E. Girls' School
450 girls: 100 in Sixth Form

HEAD OF MATHEMATICS

Scale 4

Honours Graduate is required for September 1985 to organise teaching of Mathematics throughout the school from 11-18 including Oxbridge Entrance. Someone with a lively and creative approach to the subject, together with an interest in statistics and computing, is sought. Department of 8. London Fringe Allowance. Application should be made by letter to Headmaster with curriculum vitae and names and addresses of two referees. Further details available on request. (11118)

WESTMINSTER SCHOOL
MATHEMATICIAN
A master or mistress to teach Mathematics throughout the school is required for September 1985

Applications should be sent to the Head Master (from whom full details may be obtained) at Westminster School, 17 Dean's Yard, London SW1P 3PB

CROYDON
THE OLD PALACE SCHOOL. (Independent Day School 750 girls) Founded in September 1885. Head of Mathematics (Scale 4) Graduate to take charge of a department of two graduate mathematics teachers. The school has 10-11 plus to Advanced Level and Oxbridge entry, and to teach the subject at all levels. Burnham salary: Scale 4. Applications with curriculum vitae and names of two referees should be sent to the Headmaster, The Old Palace School, Old Palace Road, Croydon CR9 1LZ (41434) 183418

LONDON

BLACKHEATH HIGH G.D.S.T.

HEAD OF MATHEMATICS

Required for September 1985. To lead the Department of Mathematics. The school has 10-11 plus to Advanced Level and Oxbridge entry, and to teach the subject at all levels. Burnham salary: Scale 4. Applications with curriculum vitae and names of two referees should be sent to the Headmaster, Blackheath High School, Weymouth Road, London SE3 8TF (41600) 183418

Other Assistants

BERKSHIRE
DOUAL SCHOOL
ROMAN CATHOLIC
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

HEAD OF MATHEMATICS

Required for September 1985. To lead the Department of Mathematics. The school has 10-11 plus to Advanced Level and Oxbridge entry, and to teach the subject at all levels. Burnham salary: Scale 4. Applications with curriculum vitae and names of two referees should be sent to the Headmaster, Douai School, Reading RG7 5TE (41855) 183424

BUCKINGHAMSHIRE
AKLEY WOOD SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

BUCKINGHAM
STOWS SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

THE ORANGE SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

THE ORANGE SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

THE ORANGE SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

COVENTRY
CONVENT SCHOOL
KING HENRY VIII (G.S.A. Educational, 850 girls) Founded in September 1885. Head of Mathematics (Scale 4) Graduate to take charge of a department of two graduate mathematics teachers. The school has 10-11 plus to Advanced Level and Oxbridge entry, and to teach the subject at all levels. Burnham salary: Scale 4. Applications with curriculum vitae and names of two referees should be sent to the Headmaster, Convent School, Coventry CV3 6AC (41434) 183424

LINCOLNSHIRE

TAMWORTH HIGH SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

LONDON

FRANCIS HOLLAND SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

SUSSEX

THE DICKER SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

HERTFORDSHIRE

WATFORD HIGH SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

HERTFORDSHIRE

WATFORD HIGH SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

KENT
KING'S SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

LINCOLNSHIRE

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H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

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HERTFORDSHIRE

WATFORD HIGH SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

SOUTHAMPTON
ST. MARY'S COLLEGE
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

SURREY

ROYAL GRAMMAR SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

PERTSHIRE

ST. ANDREW'S SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

SURREY

ROYAL GRAMMAR SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

WEST SUSSEX

THE DICKER SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

WEST SUSSEX

THE DICKER SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

LIVERPOOL
ST. EDWARD'S COLLEGE
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

LONDON

CITY OF LONDON SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

DOUAL SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

DOUAL SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

DOUAL SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

DOUAL SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CAMBRIDGE
THE PERSE SCHOOL FOR GIRLS
H.M.C. 270 girls, boarding, age 13-18, plus 50 day 11-13

CHILTERNHAM

CHILTERNHAM COLLEGE
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

DOUAL SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

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CHESHIRE

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H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

DOUAL SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

MIDDLESEX
THE KING'S HIGH SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

LIVERPOOL

ST. EDWARD'S COLLEGE
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

CHESHIRE

DOUAL SCHOOL
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CHESHIRE

DOUAL SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

WOLVERHAMPTON
WOLVERHAMPTON HIGH SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

LIVERPOOL

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CHESHIRE

DOUAL SCHOOL
H.M.C. 270 boys, boarding, age 13-18, plus 50 day 11-13

LANCASTER

BENTHAM GRAMMAR SCHOOL
Bentham, Lancashire LA2 7DS
S.H.M.I.S.

KENT

SEVENOAKS SCHOOL
A co-educational Boarding and day school with 900 pupils including a Sixth Form of 400

Required for September 1985 a man or woman graduate teacher who is a CHEMIST to join a large department in which there are opportunities to teach throughout the school. Specialist or other extra curricular expertise will be looked for salary above Burnham and housing available.

Write or ring for details. Headmaster, Richard Barker, Sevenoaks School, Sevenoaks, Kent TN14 1BU. Tel: (0732) 453133, (41115). 184824

KENT
SUTTON VALENTINE SCHOOL
near Maidstone ME17 3SL
Independent, H.M.C. boarding and day, 370 pupils 11-18 including 100 in the Sixth Form.
Required for September, a teacher of Biology. The post involves teaching Biology throughout the school as well as some other subject at Junior level. As the department expands it is envisaged that the post will be of a classically Biology by 1987.

Applications with full c.v. and names of two referees to the Headmaster, Sutton Valentine School, Sutton Valentine, Kent ME17 3SL. Tel: (0473) 184824

LONDON

WESTMINSTER SCHOOL
Wanted in September a teacher of Biology. The post involves teaching Biology throughout the school as well as some other subject at Junior level. As the department expands it is envisaged that the post will be of a classically Biology by 1987.

LIVERPOOL

THE BELVEDERE SCHOOL
G.P.D.S.T.
(G.S.A. SCHOOL)

Required for September, 1985, a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

LONDON

BLACKHEATH HIGH SCHOOL
G.P.D.S.T.
Required for Summer Term, 1985, a Chemistry teacher to take A-level level and Middle School classes. The post holder takes up a Schoolteacher Fellowship.

Applications in writing, together with c.v. and names of two referees to the Headmaster, Blackheath High School, Wemyss Road, SE3 0TP. (1901) 184824

LONDON
THE GODOLPHIN AND LATIMER SCHOOL
177 Road, Hammermith, London W10 6PG
Required for September 1985 a full time graduate to share with three others the teaching of Physics, a well equipped department. This is a Girls' Independent Boarding School of 700 pupils (200 in the sixth form) and Nuffield Physics courses are followed to both A-level and level 3. The successful candidate will have a qualification to teach up to University standard, and to develop the use of computers and electronics in their teaching. A full curriculum vitae and references should be sent to the Headmaster, Godolphin and Latimer School, 177 Road, Hammermith, London W10 6PG. (44111) 184824

SOMERSET
MILLFIELD SCHOOL
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

LONDON

BLACKHEATH HIGH SCHOOL
G.P.D.S.T.
Required for Summer Term, 1985, a Chemistry teacher to take A-level level and Middle School classes. The post holder takes up a Schoolteacher Fellowship.

Applications in writing, together with c.v. and names of two referees to the Headmaster, Blackheath High School, Wemyss Road, SE3 0TP. (1901) 184824

MIDDLESEX

THE LADY ELLENOR
1000 High Road, Hampton, London N11 1AA
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

NORTHAMPTONSHIRE
FALCON MANOR
Towcester
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

SURREY

THE GROVE SCHOOL
G.P.S.A./G.S.A.
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

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SURREY
THE GRANGE SCHOOL
Hartford, North Warwickshire
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

WILTSHIRE

THE GROVE SCHOOL
G.P.S.A./G.S.A.
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

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WILTSHIRE

THE GROVE SCHOOL
G.P.S.A./G.S.A.
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

Other than by Subject Classification
Heads of Department
LONDON
STRETCH AND CLAPHAM HIGH SCHOOL
Wimbledon, Surrey
Two-form entry
Required for September 1985, a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

Other Assistants

BERKSHIRE
HEATHFIELD SCHOOL
(175 girls, 11-18, all boarding)
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

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HEATHFIELD SCHOOL
(175 girls, 11-18, all boarding)
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CHESHIRE
THE GRANGE SCHOOL
Hartford, North Warwickshire
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

Other Assistants

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THE GRANGE SCHOOL
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Other Assistants

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Hartford, North Warwickshire
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An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

Preparatory Schools
Headships
LANCASHIRE
QUEEN MARY SCHOOL
Lancaster, Lancashire FY8 1DB
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

Other Assistants

LANCASHIRE
QUEEN MARY SCHOOL
Lancaster, Lancashire FY8 1DB
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

Other Assistants

LANCASHIRE
QUEEN MARY SCHOOL
Lancaster, Lancashire FY8 1DB
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

English
Heads of Department
HERTFORDSHIRE
YORK HOUSE SCHOOL
Luton, Bedfordshire LU1 3AB
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

Other Assistants

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Luton, Bedfordshire LU1 3AB
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An ability to offer Computer Studies and/or General Science would be an advantage.

Please apply in writing, enclosing a full curriculum vitae, names and addresses of two referees, and enclosing a stamped, addressed envelope to: Mrs S. Downs, B.A., The Belvedere School, G.P.D.S.T., 17 Belvedere Road, Liverpool L8 3TF. (41655) 184824

Other Assistants

HERTFORDSHIRE
YORK HOUSE SCHOOL
Luton, Bedfordshire LU1 3AB
Required for September 1985 a well-qualified Graduate to share in the teaching of CHEMISTRY to Ordinary and Advanced level. The post is part-time, but may become full-time.

An ability to offer Computer Studies and/or General Science would be an advantage.

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Other Assistants
Science
DERBYSHIRE
SCIENCE TEACHER
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Teachers

Numerous vacancies for teaching staff at Independent Schools in Southern England include:

- Head of Small Prep School - Maths 11+ - £10,000-£11,000 p.a.
- Maths to C.E./P.S.S. - Scale 1 or 2
- Maths to C.E./P.S.S. - Boys' prep - Scale 1 or 2
- Maths/Computing - 'O'/'A' Level - Scale 1 and 2
- Remedial/ESN, London

We also welcome applications from non-teaching resident boarding-school staff.

Please contact: Appointments Department, Gabbittas-Thring Services Ltd., 6, 7 & 8 Backville Street, Piccadilly, London, W1X 2BR. Tel: 01-734 0181.

(11024)

Gabbittas-Thring

EDINBURGH FETTES COLLEGE

Required in September for this coeducational boarding school of 450 pupils teachers of

CLASSICS
FRENCH
ECONOMICS
P.E./GIRLS' GAMES

All these posts are suitable for young teachers either as first appointments or who have had two or three years experience. Fettes Salary Scale. Accommodation - in one case a residential tutorship in a girls' boarding house - available. Further details and application forms from The Headmaster's Secretary, Fettes College, Edinburgh EH4 1QX.

(11006)

RADLEY COLLEGE AN ENGINEER

For September 1985, to teach Physics and Mathematics to Advanced Level and to take a lead in engineering projects. Applicants will be expected to have had practical engineering experience.

The College has very good facilities in its Design and Technology Department and in newly opened laboratories. Facilities in Computing and Electronics are currently being expanded.

Applications with curriculum vitae, names, addresses and telephone numbers of two referees should be sent to The Warden, Radley College, Abingdon, Oxfordshire OX14 2HR, from whom further details may be obtained.

(11007)

PREPARATORY SCHOOLS

continued

LONDON SW15
Teacher for 5 plus 6 year olds, required from 1985, possibly permanent position. Inner London. Apply to the Headmaster, 100, St. James's Park, London SW15 6PP. (41518)

LONDON
Required in September 1985 for Boys' Preparatory School to teach general subjects in the 5-11 age range. A keen teacher, enthusiastic, experienced, willing to contribute to the full life of the school. Apply for further details of the post, including salary, conditions and areas of teaching and learning, to the Headmaster, The Prep School, 100, St. James's Park, London SW15 6PP. (41518)

LONDON
Independent Catholic Preparatory School requires for April 1985 Form Mistress 8-9 years old girls. Applications in writing to the Headmaster, 100, St. James's Park, London SW15 6PP. (41518)

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Independent Catholic Preparatory School requires for April 1985 Form Mistress 8-9 years old girls. Applications in writing to the Headmaster, 100, St. James's Park, London SW15 6PP. (41518)

NOTTINGHAM
MOUNTFORD HOUSE SCHOOL
375, The Mountford Road, Nottingham NG5 2DA
I.A.P.S. Kindergarten and Preparatory School
Co-ed Day School - 150 pupils
FORM TEACHER required September 1985. 11 year olds. Mathematics and English. Good preparation. Music with 3 to 8 year olds. General subjects desirable.
Applications with references to the Principal, (41425) 205624

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Co-ed Day School - 150 pupils
FORM TEACHER required September 1985. 11 year olds. Mathematics and English. Good preparation. Music with 3 to 8 year olds. General subjects desirable.
Applications with references to the Principal, (41425) 205624

BERKHAMSTED SCHOOL PREPARATORY DEPARTMENT
requires
TWO TEACHERS
from September 1985

- Scale Two possible
- Special expertise in English or Maths, Craft and Games favoured
- Commitment to extra-curricular activities required
- Boarding Tutorship available

Apply with tabulated C.V. to the Headmaster, Berkhamsted Prep, Preparatory House, Chesham Road, Berkhamsted, Herts. HP4 3AQ, before: 25th February, 1985.

(11041)

Lancashire County Council

An Equal Opportunities Employer.

LANCASHIRE COLLEGE OF AGRICULTURE AND HORTICULTURE, MYSCOUGH HALL, BILBORROW, PRESTON PR3 0RY.

Required 1st September, 1985

PRINCIPAL AGRICULTURAL OFFICER

Principal's Scale: Points 11-15

The College offers an extensive range of full-time, sandwich and part-time courses in agriculture and horticulture spanning a wide academic spectrum from the Youth Training Scheme to Higher National Diploma. Candidates should have good academic qualifications, substantial experience of farming and agricultural education and training and proven administrative ability. Forms/further details from/to The Clerk to the Governors, at the College. (SAE please). Closing date: 15th February, 1985.

(11008)

MIDDLESEX
GRADUATE to teach Latin to C.E. secondary schools. 1985, from April 22nd in day Prep School. 300 boys and girls. Please write to Headmaster, Prep School, 100, St. James's Park, London SW15 6PP. (41518)

SOMERSET
THE OLD VICARAGE SCHOOL
40, Richmond Hill, Richmond, Surrey TW9 6XQ
An experienced, enthusiastic teacher required for 9-10 year old girls, prepared to teach some extra Mathematics. Permanent post, beginning Summer term, Burnham School and Teachers Superannuation. Apply in writing including C.V., names, addresses & telephone numbers of two referees to the Headmaster, (41754) 205624

STAFFORDSHIRE
LICHFIELD CATHEDRAL SCHOOL
100, St. James's Park, London SW15 6PP
I.A.P.S. co-educational day and boarding Preparatory and Pre-Preparatory School for Cathedral. Required from April 1985: 20 five year old pupils. Single accommodation available. Full particulars from the Headmaster, 100, St. James's Park, London SW15 6PP. (41518)

STAFFORDSHIRE
NEWCASTLE-UNDER-LYME SCHOOL
100, St. James's Park, London SW15 6PP
Preparatory Department. ORME HOUSE
Required for September 1985: 20 five year old pupils. Single accommodation available. Full particulars from the Headmaster, 100, St. James's Park, London SW15 6PP. (41518)

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Required for September 1985: 20 five year old pupils. Single accommodation available. Full particulars from the Headmaster, 100, St. James's Park, London SW15 6PP. (41518)

(11041)

SURREY
PARKSIDE SCHOOL
100, St. James's Park, London SW15 6PP
Required for September 1985, a qualified person to teach Latin to C.E. secondary schools. 1985, from April 22nd in day Prep School. 300 boys and girls. Please write to Headmaster, Prep School, 100, St. James's Park, London SW15 6PP. (41518)

SURREY
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40, Richmond Hill, Richmond, Surrey TW9 6XQ
An experienced, enthusiastic teacher required for 9-10 year old girls, prepared to teach some extra Mathematics. Permanent post, beginning Summer term, Burnham School and Teachers Superannuation. Apply in writing including C.V., names, addresses & telephone numbers of two referees to the Headmaster, (41754) 205624

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SUSSEX
STONINGWOOD SCHOOL
100, St. James's Park, London SW15 6PP
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(11041)

NORTH DEVON COLLEGE

Principal: D. Trueman, B.Sc.

Applications are invited by 22 February for the following post to date from 1 September 1985:

Department of Engineering

Head of Department Grade III

A person of energy and enthusiasm is required to head an established department which includes sections in automobile, electrical and mechanical engineering, and shipbuilding. The present head retires at the end of the summer term. Applicants should have a degree and appropriate experience in industry and education.

Salaries are in accordance with the Burnham F.E. Report. Further information and application forms can be obtained on receipt of an S.A.E. from the Vice-Principal's Secretary, North Devon College, Old Slicklepath Hill, Barnstaple, North Devon, EX31 2BQ. (11010)

DEVON

The College was established in 1977 as the first tertiary college in the Great London area. All academic and vocational provision for 16-19 year olds in the Borough is concentrated within it, and a number of advanced vocational courses for older students are also offered.

The College is run on a modified matrix system. Four Deans of Studies, operating through Heads of Subject Teams, have responsibility for course-planning, teaching and resources. Five Heads of College have oversight of the progress and development, both academic and personal, of students from different courses.

Applications are invited for the post of Dean of Technology having oversight of five teaching teams: Computer Studies; Mechanical Engineering; Plant/Production Engineering; Construction; Crafts; Construction and Civil Engineering. A systems/computer applications background would be very advantageous.

The vacancy, which arises from the promotion of the present Dean to be Vice Principal in another tertiary college, occurs from 1st May 1985.

Deans of Studies are paid on the salary scale for Heads of Departments, Scale 5, currently £16,098 to £17,877.

In addition, the above vacancy carries the Outer London Allowance of £678 per annum.

Applications and further details (s.a.e. please) from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, to whom they should be returned by 15th February, 1985.

London Borough of

RICHMOND UPON THAMES

(An equal opportunity employer)

(11179)

WORTHING COLLEGES OF DESIGN & TECHNOLOGY

Principal

Group 7

Applications are invited for this newly created post of Principal of the Worthing Colleges of Design & Technology. The appointment will take effect from 1st September, 1986 on the amalgamation of the Worthing College of Technology and the West Sussex College of Design.

Application forms and further details available by telephoning Worthing 502500 Ext. 289 or writing to The Southern Area Education Officer, 15 Mill Road, Worthing, West Sussex BN11 4NH enclosing foolscap stamped addressed envelope, Closing date 13th February, 1985.

West Sussex

COUNTY COUNCIL

(11162)

Inner London Education Authority

NORTH LONDON COLLEGE

444, Camden Road, London N7 0SP.

Principal: R.M. Bees, BA

HEAD OF DEPARTMENT OF GENERAL STUDIES (GRADE IV)

Applications are invited for this vacancy. The successful candidate will start 15 April 1985.

North London College is the central institution in Islington providing education and training opportunities for the 16 to 19 age range and for continuing education. It has an established reputation for curriculum innovation and services to the community.

The successful candidate will be well qualified academically with the necessary knowledge, talents and management experience to develop the Department to the benefit of those it seeks to serve.

Salary: £14,798-£16,678 (plus £1,030 Inner London Allowance)

Further details and application forms are available from Soula Coats at the College to whom they should be returned by Friday 15 February 1985.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (11146)

Buckinghamshire County Council

MILTON KEVNES COLLEGE

Applications are invited for the following post to date from 1 September 1985:

DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES

LECTURER GRADE II IN COMPUTING/BUSINESS STUDIES

Applications should be able to offer Computing and other Business Studies subjects to BTEC students. The person appointed should be able to undertake administrative duties associated with BTEC courses.

The successful applicant will be responsible for teaching Theoretical and Practical Aspects of Food Production and Allied Subjects to the Hotel and Catering Industry.

Further particulars are available from the Principal, Milton Keynes College, 100, St. James's Park, London SW15 6PP. (41518)

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MISCELLANEOUS continued

SUMMER TEACHING JOBS IN AMERICA

Work on American children's summer camps, mid-June to mid-August. See ad under Holidays and Accommodation. (42784) 600000

Creative writer required by the Sixth Family History Project to write and edit material with a view to publication. Salary £250 per month, for 8 months only. Letters of application and CVs to: Rose Hamilton, MCVE, The Cadogan Centre, 271 Kensington Avenue, London W8 5HT. From whom further details may be obtained by telephoning 01-582 3847/8/9. 600000

Peripatetic Posts

HERTFORDSHIRE

PERIPATETIC TEACHERS. To work in schools as part of instrumental team with possibility of work at the respective Music Centres.

Qualified teacher of brass instruments (trumpet) or woodwind (flute) to teach in Dacorum Division plus 1 day per week brass quartet rehearsal in schools.

Qualified and experienced teachers of Violin (Scale 1). Vacancies for full or part-time teachers, to work in St. Albans and Dacorum Divisions. Applications, giving details of qualifications and experience, to the Music Advisory Teacher, Dacorum College, Marlowes, Hemel Hempstead (AL1 5JF). 670000

POWYS

COUNTY COUNCIL EDUCATION DEPARTMENT. REMEDIAL TEACHER. Required for April, 1985 for remedial work in primary schools in Montgomery, North Powys.

Successful teaching experience in primary and secondary schools. Application forms and details of duties to: Powys Education Department, The Llandudno, Spa Road, Llandudno, Powys LL50 2JH. To whom applications should be returned by 11th February 1985. (34545) 670000

Work on American children's summer camps, mid-June to mid-August. See ad under Holidays and Accommodation. (42784) 600000

Outdoor Education

ARE YOU A PACE SETTER?

Can you train young adults to cope with the Pace in industry and commerce through the medium of the outdoors. If so, we will pay a good salary and give you a unique opportunity to use an innovative approach to the outdoors in our new centre.

Posts to start in March. Please apply by 20th February to: Pace Ltd., Wildan House, Colchester, Essex (CO1 1JF). 600000

ASSISTANT EDITOR CHILD EDUCATION MAGAZINE SCHOLASTIC PUBLICATIONS LIMITED

There is a vacancy for an Assistant Editor on Child Education Magazine. Good all round editorial experience is desirable but not essential but applicants must have good infant teaching experience and some editorial skills.

Salary in accordance with N.U.J. grading and the post is based in Leamington Spa.

Apply in writing to: Annie Smith — Educational Publisher Scholastic Publications Limited 9 Parade Leamington Spa Warwickshire, CV32 4DG

ENGINEERING INDUSTRY TRAINING BOARD

HEAD OF ENGINEERING CAREERS INFORMATION SERVICE

The Engineering Careers Information Service is sponsored by the Engineering Industry Training Board, the Engineering Employers' Federation and the Confederation of Shipbuilding and Engineering Unions. Since ECIS was established its achievements have included the following:

The development and issue of four and a half million items of careers literature.

50% of all newly trained careers officers have had 'hands on' experience in the Engineering Industry.

Over 500,000 have visited British Engineering stands developed at National Careers Exhibitions.

Essay competitions jointly sponsored with Times Educational Supplement for several years.

An exhibition on 'changing technology and engineering careers' at the House of Commons.

The development of an Engineering Careers Information film introduced by HRH The Prince of Wales.

The Engineering Industry Training Board who resource ECIS are now seeking a successor to the present Head of ECIS to build on this record of achievement.

The Head of ECIS is responsible for a small team based at Watford and for the co-ordination of a group of ECIS staff working on ECIS activities throughout England, Wales and Scotland. Currently, this also includes responsibility for managing the ECIS college-based scholarship scheme for 300 students.

The successful applicant will be required to demonstrate the skills needed to manage ECIS human and financial resources; to have strong creative ability and experience of new technology to lead the development of ECIS initiatives; and the presence to represent the Board of national level to educational organisations, professional institutions and government bodies.

Applications are invited from candidates, preferably qualified to graduate or equivalent level with extensive experience and understanding of the training and education infrastructure relating to the engineering industry. Membership of the appropriate professional institutions would be advantageous.

A car is provided and relocation expenses paid where appropriate.

Please write or telephone for an application form and further details to:

McF. Mandaville, Personnel Manager, Engineering Industry Training Board, P.O. Box 148, 41 Clarendon Road, Watford, Herts, WD1 1TH. Telephone: 0494 522222.

EITB Engineering Industry Training Board

SOUTH DEVON

COURTLANDS CENTRE. Remedial Teacher. School Journeys, field course, Outdoor pursuits, Coastal and Mountain, Countryside, conservation, field studies, good food, licensed bar. Pre-1960s. (41409) 700000

Work on American children's summer camps, mid-June to mid-August. See ad under Holidays and Accommodation. (42784) 600000

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THE TIMES EDUCATIONAL SUPPLEMENT 1.2.85

Appointments Wanted

PHILOSOPHY GRADUATE. (A. Honors, M.A., Ph.D.) level philosophy. Teaching or research. Details to: 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 84